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# High Points

JANUARY, 1947





# HIGH POINTS

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Issued each month of the school year to all teachers in the High Schools of the City of New York. Published by the Board of Education, 110 Livingston Street, Brooklyn, New York.

Books concerned with educational matters may be sent for review to Mr. A. H. Lass, Fort Hamilton High School, Shore Road and Eighty-third Street, Brooklyn, New York. School textbooks will not be reviewed.

The columns of HIGH POINTS are open to all teachers, supervising and administrative officers of the junior and senior high schools. Manuscripts not accepted for publication are not returned to contributors unless return is requested. All contributions *should be type-written, double spaced, on paper 8½" by 11"*. They may be given to the school representatives or sent directly to the editor.



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# The Single Salary Schedule in One Easy Lesson

EDWARD REICH\*

Your status as teacher and scholar in American education—a status subsequently translated into your economic position—bears a strange relationship to the distance of your pupils' heads from the floor. Thus if you work on a head in the neighborhood of 40 inches from the floor, you are an elementary-school teacher. (Wages—low indeed.) At 54 inches or so you are designated a junior-high-school teacher (wages—merely low) and when that head is more than 60 inches from the floor you are a high-school teacher (wages—better). Translated into economic reality you are once, twice or thrice removed from genteel poverty.

The burden of our argument will be that this educational hierarchy of elementary, junior-high and senior-high teacher is patently as silly as would be a differentiation among pupils on the basis of distance of neck from floor. Salary schedules based on neck-to-floor pupil measurements might be funny if they didn't lead to two very bad educational situations:

1. The greater the differentiation in pay schedules the less there is the tendency to see *the whole child*, and the more there's the tendency to see an elementary school, a junior high school, a vocational school and an academic high school. The growing, adapting *human being* is truncated at various stages.

2. The greater the specialization in pay schedule *the greater the specialization demanded for the highest-paid teacher*. So intense has become the compartmentalization of the high school and so specialized have our teachers become that when they meet each other in the hall they have just about enough in common to be able to say: "Gosh! There goes the rain again." Many never get to know what's going on in other subject-matter areas or even in their own subject matter *on another educational level*.

Don't mistake me. Our high schools are staffed with some of the best professional talent in the country. It's not a matter of pride at this moment. It's a matter of "Why?" to a far-sighted administrator who would like to staff his whole school system with men and women of the highest calibre.

\* In charge of Consumer Education, Board of Education, City of New York.



One of the answers is: *People of high calibre are attracted by the pay envelope as much as are other people.* Don't confuse professional and ethical ideals with bread and butter. They are not mutually exclusive. Don't laud the genteel poverty of the learned. Malnutrition works on the learned exactly as it does on the less learned. And don't make second-class citizens out of other educators because they happen to teach people younger than you teach. To the college professor, a high-school teacher is a second-class citizen and to the high-school teacher, the elementary-school teacher is a second-class citizen. This hierarchy of citizenship in our profession is encouraged by salary schedules. It is without rhyme or reason and actually deleterious to the development of a unified school system of high calibre. It is unworthy of us who have civilized standards.

### Misconceptions of the Single Salary Schedule

You've been fooled if you believe that a Single-Salary Schedule means a schedule which provides *one* initial and *one* maximum salary. In some cities there are as many as seven salary schedules in a single salary program. *In the single-salary schedule you start with the same pay no matter in what branch of the school system you teach, provided you have the same preparation.* Preparation, experience and merit are the criteria by which one finally attains the maximum offered by the Single-Salary Schedule. For instance, look at this schedule for Sacramento, Cal.

TEACHERS SINGLE SALARY SCHEDULE CLASSIFICATION

I	II	III	IV	V	VI	VII
Less than bachelor's degree (\$60 steps)	Bachelor's degree (\$60 & \$75 steps)	Bachelor's degree plus 24 sem. units (\$87 steps)	Master's deg. (\$97 steps)	Master's deg. plus 24 sem. units (\$110 steps)	Master's deg. plus 48 sem. units (\$116 steps)	Doctor's degree (\$116 steps)

There are many "extra pay schedules" used in conjunction with the Single Salary Schedule:

- In 53 out of 81 cities *coaches* get extra pay
- In 17 cities there is extra pay for other assignments such as \$1

### SINGLE SALARY

per hour for after-school assignments, \$1.50 per hour for evening assignments, \$100-\$400 for glee club, orchestra, journalism, dramatics, and special payments to school treasurer, manager of school store, etc.

### The Present Status of the Single-Salary Schedule

Out of approximately 90 cities with a population of 100,000 or more in the United States only one used the Single-Salary Schedule twenty-five years ago, but in 1943, 38% of the school systems used it, while 58% used the Single Salary Schedule in 1945. By 1947 the percentage will be considerably higher since 7 more have joined the procession. The idea has apparently been tried and tested, and since not a single city in this group has returned to its old salary schedule in twenty-five years, we can safely say that the Single-Salary Schedule has not been found wanting.

### Let's Argue This Out

1. *Is it more difficult to teach in the senior high school than in the elementary or junior high school?*

If the semantics of "difficult" would not be enough to start a local battle, then any deductions therefrom converted into salary figures are guaranteed to do so. Do you mean physical difficulty derived from type of school and subject? Compare it with the job of a farmer, a trucker, a miner. Do you mean moral difficulty, derived from the problems of insecurity and the quality of supervision and administration? Compare your lot to the lot of most professional men—lawyers, engineers, physicians, hired business executives. A claim to intellectual difficulty, derived from an ever changing world, would make us who teach Latin, mathematics, ancient history, spelling, a laughing stock.

No, there are several indications that society is unwilling to see teaching as more difficult than mining, trucking, farming, and sewing by machine. In the macrocosm of social concepts of relative "difficulty," the comparative difficulties within our microcosm of teaching approach zero. Difficulty of *preparation* may be a factor, however, and it is only fair that a salary schedule reflect any time and capital invested.

Those who confuse difficulty with greater craftsmanship, artistry or technical skill as a teacher, or with serious disciplinary problems,



bad working conditions, or with maintaining intellectual stature, would be very hard put to it, indeed, to prove that high school teaching is so much more "difficult" than teaching in any other branch of the system. As a matter of fact, on this basis, the junior high school is undoubtedly the most difficult branch of the school system and many an elementary school teacher deserves a superintendent's pay check. Proper preparation of a unit in the elementary school takes many more hours than any lesson in the high school. The junior high school teacher has no free time for his clerical work. He has many more extracurricular activities. There are no free end-term periods to enter marks. The elementary school teacher puts in a solid day—no free periods. It's no cinch, by any standard. It's a tough life, usually in an old building, with a multiplicity of burdens entirely foreign to the high-school organization. The illusion that elementary school teaching is no more than the arithmetic, spelling and reading lesson of 40 years ago is mostly an error. The activity program requires far more of a sincere, efficient elementary-school teacher than does the subject matter area of the average specialized high-school teacher. While with a reasonable amount of boning, it's not impossible for an elementary school teacher to walk into a high-school classroom and give a satisfactory lesson, your average high-school teacher would be a dead pigeon if he ever had to organize and develop an elementary-school unit for a class of 35.

Those who synchronize "difficulty" with oversized classes and other *bad working conditions* are undoubtedly bright enough to realize that *it's the working conditions that must be improved in the interests of child welfare*. Morally, we do not adumbrate a grim truth by demanding more pay. Raising the salary of a teacher will not improve the lot of a 45 pupil class with 35 seats, with no books or supplies. Solve each problem in its own terms. Make an extensive survey of the "difficulties" in teaching in New York City on this basis, and we should soon realize how few of them can be solved by more pay. The eternal battle should be to cleanse teaching from the evils that beset it, that strangle it, chain it—not to perpetuate those evils by demanding more pay per evil in the daily context.

2. *Is high school teaching more important in any way than elementary school teaching?*

Of course, we can get into an academic debate and, of course, one side can win a Pyrrhic victory. But many psychologists say that

## SINGLE SALARY

it's the prenatal and first years of a child's life that are most important. Such a concept, while it might create a terrific problem for the teacher, would certainly open up a new high-pay field.

One fact is important, however. The high school teacher can't do very much with a pupil who has come up from the lower levels inadequately prepared. Colleges and business men complain similarly of the high school product. That should indicate where "importance" lies. If you're one of the teachers who has ever in his life said, "The kids are coming to high school worse and worse prepared," then your statement may be used as evidence that the lower levels are far more important than the upper levels. You want *them* to do a better job so that yours will be "easier." Then who should get more pay?

And here are a few dangerous facts concerning "importance." *There has been a constant teacher drain on the elementary and junior high school.* These fields are no longer careers in themselves. Every teacher wants to get into the high school act where the pay is better and the work "easier." The result is a loss to the junior high school where compartmentalization differs very little from that in the senior high school. On the other hand, many expert high school teachers might even prefer to return to the lower grades of the elementary school if the dollar and cents factor were removed, because they would be happier with smaller children, or because they understand and love little children better, or because they want the freer, broader, intellectual life that is possible in a well-managed activity program.

3. *Are there too few men in the elementary school, thus creating a social and psychological imbalance in that division?*

That's quite a challenge. It deserves more than we can give to it. Certain it is that a man can't support a family on elementary school pay these days and that hence men are a very scarce item among the 18,000 elementary school teachers. Are men better teachers of 7, 8, 9 and 10 year olds than women? Since the average child sees much more of his mother than his father, and is cared for much more by the mother than by the father, does it make much of a difference if the school continues an obvious relationship. Can the man teacher give the small child that abundance of emotional warmth that it needs? (We don't question the male competence with the cold, intellectual abstractions of mathematics, history or science.) Somehow or



other men aren't famous for their reputations in the handling of the very young, while the adolescent tends to veer towards the male. Would many of our very intelligent men teachers detect a faint social stigma in teaching little children? Or should *every* teacher be required to spend some time on the lower levels in order to acquire the rich vision of child growth and development, more insight, real educational breadth?

### We're Running Short of Elementary School Teachers

How are we to build our elementary-school personnel? The teaching staff has been declining at a terrific rate and will continue to decline for two good reasons. First, it requires very little more preparation to become a high-school teacher than it does to become an elementary-school teacher. The average college student figures it's far more remunerative to prepare for the secondary schools. Hence, there simply will not be the necessary replacements on the elementary-school level at present salary maximums. Second, the single-salary schedule prevails in so many of the nearby communities that young teachers will gravitate towards any one of the following towns:

Rockville Center	New Rochelle
Newark	Bloomfield, New Jersey
Hempstead	Irvington, New Jersey
Mamaroneck	New Brunswick, New Jersey
Freeport	Passaic, New Jersey
Tarrytown	Greenwich, Connecticut
Mount Vernon	New Britain, Connecticut
White Plains	Norwalk, Connecticut
	Stamford, Connecticut

The elementary-school maximum in New Rochelle, for instance, is \$5200, in Newark \$4800. You will counter with "Raise the pay of the elementary schools." But if you don't raise them to the high school level, the total situation will remain. You continue to make second-class citizens out of about 22,000 of our 30,000 teachers.

### A Few Facts

In what cities of 100,000 or more do we find the Single Salary Schedule?

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Birmingham, Alabama	New Orleans, Louisiana	Tulsa, Oklahoma
Oakland, California	Springfield, Massachusetts	Portland, Oregon
Sacramento, California	Flint, Michigan	Erie, Pennsylvania
San Diego, California	Detroit, Michigan	Chattanooga, Tennessee
Denver, Colorado	Grand Rapids, Michigan	Knoxville, Tennessee
Bridgeport, Connecticut	Duluth, Minnesota	Nashville, Tennessee
Hartford, Connecticut	Minneapolis, Minnesota	Dallas, Texas
Miami, Florida	St. Paul, Minnesota	Fort Worth, Texas
Peoria, Illinois	Kansas City, Missouri	Houston, Texas
Gary, Indiana	Omaha, Nebraska	San Antonio, Texas
Indianapolis, Indiana	Elizabeth, New Jersey	Salt Lake City, Utah
South Bend, Indiana	Utica, New York	Norfolk, Virginia
Des Moines, Iowa	Cincinnati, Ohio	Spokane, Washington
Wichita, Kansas	Toledo, Ohio	Tacoma, Washington
Louisville, Kentucky	Oklahoma City, Oklahoma	Pittsburgh, Pennsylvania
Newark, New Jersey	Milwaukee, Wisconsin	Buffalo, New York
St. Louis, Missouri	Seattle, Washington	
	Rochester, New York	
	Baltimore, Maryland	

Strangely enough it's not the small school systems that are on the Single-Salary Schedule but the large school systems.

% on Single Salary Schedules (1944-45)	Size of City
58.2%	Over 100,000
53.8%	30,000-100,000
41.5%	10,000- 30,000
35.8%	5,000- 10,000
44.7%	2,500- 5,000

### Other Considerations

The Single-Salary Schedule holds forth many promises and leads into many tortuous side trails. It is not a panacea. It won't make a poor teacher a good one. It won't improve a teacher's professional outlook. It won't substitute for wise choice of personnel, administrative understanding and efficiency, policy wisdom. *But it's eminently fair and just.*

And for tortuous side-trails, consider these:

1. Why not a single-salary schedule for all supervisors, elementary school assistants to principal, high school first assistants, principals, directors, etc.?
2. Why not a single time schedule?
3. Why not an open field in promotional opportunities for all?



4. Why not standardization of qualifications for all teachers and supervisors?
5. Why not a basic examination for teachers followed by an exhaustive *analysis* of abilities, *analysis* of aptitudes rather than a blind reliance on teacher-preparation schools and the personal whims of candidates, so that there will be greater opportunities for personnel growth?
6. Why not the real flexibility of movement for teachers in the school system that a Single-Salary Schedule affords?

The New York City school system needs for all its children the very best it can get in preparation, skill and intelligence of its personnel. It needs these characteristics not in one place but all over the school system. It can't get this skill unless it pays for it. And it can't expect to get the best from a system which has class-one, class-two and class-three citizens. It's got to think not in terms of today but in terms of the school system as it will be ten, twenty, thirty and fifty years hence. For that you begin today.

#### The Goal of Education

It is for education to lift the average level of the lower social strata, in respect of culture, to the average level of the higher. It is for education to do this, and then to do something more than this. The differences between stratum and stratum in respect of culture (in the true and deep sense of the word) are as nothing compared with the differences in this respect between man as he is and man as he might be. To lead the whole human race, without respect to class, in the direction of its own ideal, is the noblest task that education can set itself. And it is a task which education alone can undertake with any hope of success.

—Edmond G. A. Holmes in *The Spitalfields Weavers*.

Our readers are invited to send in any interesting and/or amusing little items they come across: classroom humor, anecdotes about teachers, books, school, contemporary news items about schools, quotations about books and teachers, education, the "omniscient school-boy," etc. They needn't all be "cute." They needn't all be grim or "significant."

THE EDITORS

## Lets' Tell The Public: Public Relations and Our Schools

VINCENT KASSENBRICK  
Fort Hamilton High School

Many teachers have suddenly realized the total lack of the proper presentation of their economic plight to the general public in the press and via the radio. The need to impress the public and their political representatives with the fact that teachers are underpaid and education inadequately supported has stirred one spontaneous teachers' organization on a search for a public relations counsellor. This is most certainly a herculean task for any one man to accomplish, especially in the time allotted him. There are many teachers who will argue that this action is unnecessary and unprofessional. Others will say that only through teacher militant action can the plight of teachers and education be brought to the attention of the public.

OUR JOB. This task is not one which can be handed over to an outside public relations counsellor or agency. It is the job of teachers, teacher organizations and the Board of Education. It no doubt requires expert direction by one familiar with this phase of controlling public opinion. It also requires one who understand teachers and teaching. It entails a constant and permanent program of education in order to acquaint the general public with the current needs and problems of education.

PARENT EDUCATION. Parents should be made to realize clearly the need for constantly improved educational facilities. They are very rarely apprised of the difficult problems and handicaps that the school is obliged to surmount. Parents for the most part labor under the delusion that the atmosphere of the school is a serene and peaceful one, where the teacher simply loads Johnny or Mary with a few fundamental facts. Many parents still feel that the acquisition of skills and the fundamental processes of the three R's are more vital than the development of a wholesome personality.

ENEMIES OF EDUCATION. Educators continually have to cope with public officials who consider vital phases of the educational program as frills and fads. Various pressure groups are constantly



trying to convince the public that these vital phases of education cost too much and should be dispensed with. Each year brings representatives of these pressure groups to budget hearings in an endeavor to secure cuts in the educational budget and deplete the program. These reactionary groups have public relations counsellors whose sole duty it is to influence public opinion to their way of thinking.

**A NEW WORLD.** There is need therefore to educate public officials and enlighten parents in order to counteract the work of selfish-minded groups. We should inform them of the rapid strides that education must make in order to keep abreast of the changing social and economic advances that have taken place because of scientific progress and new inventions. This atomic age presents new and greater problems, which educators must anticipate and prepare for. The school in striving to keep in step with these changes has expanded its curriculum so rapidly that nobody has bothered to interpret the program to the people.

This broader program also places a greater burden upon teachers. It requires teachers to re-educate themselves in order to keep informed as to new facts, methods and procedures. It also requires that beginning teachers have a more comprehensive training and background in order to qualify properly for their life's work. If educational payrolls are not increased proportionately with rising living costs, prospective teachers will continue to desert the teaching profession for more lucrative fields.

**A CONSTANT NEED.** The effort to acquaint the general public with the problems of the schools should not be relegated to just such times as the present, when teachers suddenly realize that they are being treated unfairly. Neither should it be left to a few socially minded individuals to wage the fight when the educational budget is being attacked. How many teachers or teacher organizations spoke out recently when the budget commission eliminated a gymnasium from a new school building and threatened to do the same with auditoriums and gymnasiums in future school plans? When teacher organizations only mount the ramparts when their own economic welfare is being attacked, their friends outside of education will be few. If there were a constant and sustained effort to sell the public the idea that the

## PUBLIC RELATIONS

educational system is of extreme importance, then education would have a legion of friends ready to spring to its support in the fight against the forces of reaction.

**OTHER METHODS.** In considering ways of influencing public opinion we find other media available besides the newspaper columns. These approaches, while readily available, have not been adequately exploited. The report card which goes into every home is one of these channels. The report card could be used to inform the parents of significant changes that are taking place in the child's life, and the things that the parent might do to help the child in his growth. Report cards that are phrased in terms that interpret the work of the school and its objectives to parents have definite public-relations value. Open School Week is another opportunity, especially as it is carried on in the elementary school. However, that parents go into the class rooms and observe the class at work does not necessarily mean that they understand what the school is trying to accomplish. The principal should explain to the parents the school's aims and objectives.

The school graduation is still another avenue of approach. Large numbers of parents visit the school on graduation night. Instead of listening to some locally prominent individual orate for twenty or thirty minutes, the parents could view some typical classroom work in actual progress. An ideal lesson could be chosen and subsequently explained to the parents so that they could acquire a more sympathetic attitude towards the school and its problems. On the same night the main corridors should display concrete products of their children's endeavors.

Another approach which has been entirely disregarded is the human one. There was a principal (now deceased) of an elementary school in Williamsburg who for many years came each night to her school to conduct study classes for her students and to give them individual instruction. Hers was a so-called opportunity school and she worked hard and long to get her students through high school and college. The same woman put at least two children through college. There must be other similar situations that would foster a more sympathetic attitude towards teachers.

In our fathers' time life was not so complex and the school, especially in small localities, was usually the center of community life. An



understanding of the school and its objectives was relatively easy to comprehend. Today schools have become so large and impersonal that it makes more difficult the job of interpreting the needs of the school to the people. This is especially true in the vocational or technical high school, whose pupils may come from all over the city. But this is the task that must be accomplished if we are going to progress. Upon the schools rests the future of democracy and a better life.

**LET THE PUBLIC KNOW.** Public education must have better public relations. The public must also be made to realize that college students who are well equipped mentally, physically and psychologically are not going to seek teaching positions, no matter how altruistically minded they are, if they are not guaranteed a decent living wage. It is the duty of educational authorities to develop on the part of public officials and the general public a realization of the prime importance of education, of the need for more adequate financial support. In the final analysis this is a collective teachers' responsibility. We must measure up to it.

#### As Others See Us

According to the May 28, 1946 issue of the magazine *Look*, the six greatest weaknesses of American education are:

1. Confused objectives
2. Outdated yardsticks
3. Under-paid, misdirected teachers
4. Inadequate equipment
5. Inefficient techniques
6. A snail-like pace

## A Program For Youth Through Adult-Youth Teamwork

JACOB H. LANDES, M.D.\*

Communities have always realized that adolescents have specific problems which schools alone cannot solve. Juvenile delinquency, interracial strife, an increase in the incidence of venereal diseases, all of these, more manifest since the outbreak of the war, have brought into the forefront a realization of the urgency of this civic responsibility. Health, recreational, and cultural activities have been inaugurated by many groups in an effort to deal with the problems of young people. However, such programs have usually failed to consider adolescent interests, and the participation of youth has consequently been inadequate. Only occasionally has youth itself been taken into the confidence of adults, and seldom have the young people been advisors in the planning of such activities. How to obtain the cooperation of these boys and girls in effecting a solution to such problems has puzzled community leaders.

**A PROGRAM.** In Brooklyn, as in many other communities, considerable thought was recently given by community-minded individuals and volunteer agencies to the organization of an effective teen-age civic program. The Brooklyn Council for Social Planning was the leading agency and the spearhead of an effort to deal with the war-aggravated problems of youth. On a borough-wide basis, its Group Work and Recreation Division undertook to plan recreational activities; its Health Division, through a Youth Health Committee, attempted to interest young people in health. Meanwhile, on a local basis, a community association, covering two school districts and known as the Community Association of School Districts 25 and 27, was organized with the assistance of the staff of the Board of Education. The function of this association was to develop activities of a cultural and recreational nature for children, adolescents and adults. To deal with the specific problems of adolescents, both in and out of school, a Youth Health and Recreation Sub-Committee of the association was formed. Prominent on this sub-committee were the various Council groups, representatives of the Fort Greene and Bedford Health Districts, as well as community health leaders, educators, representatives of community organiza-

\* Senior District Health Officer, Fort Greene Health Center, Brooklyn, N. Y.



tions and settlement houses, representatives of medical and dental societies, and, most important, the young people themselves. The committee realized that although young people's problems may seem obvious to adults, the participation and cooperation of youth itself in the selection, planning, and management of a program, are essential. Consequently, suggestions for a program were solicited from these young people. The responsibility for carrying out the activities was to devolve upon the adults.

Within the area of the two school districts, there are nine high schools, three of them vocational and six academic. Four are boys' schools; four are girls' school; and one is a co-educational school. All of the schools are public high schools, with the exception of one girls' parochial high school.

While it was not possible to assemble the boys and girls registered in all of the high schools, as well as those not attending school, some plan had to be devised whereby a representative group of them could be called together, with the hope that they would transmit the committee's objectives to the rest of the school population and to those boys and girls not attending school. The committee, therefore, invited the presidents of the General Organizations of each high school to a meeting to discuss possibilities for a recreational and health program for youth, both in and out of school.

**A YOUTH RALLY.** The adult members of the committee expressed their desire to bring together young people of high school age for the purpose of organizing wholesome, self-planned recreational and health activities. The youth representatives were most enthusiastic about the plan. How to bring these objectives to the attention of the thousands of adolescent boys and girls in the community became the primary problem. A Youth Health and Recreation Rally was suggested.

What could be done to induce 1500 or 2000 young people to come to a gathering voluntarily? Youth itself gave suggestions. Should a radio personality that could speak their language be invited? Should an athlete of note who might correlate good health and athletic achievement be included in the program? Would an entertainment program, furnished by youths, be an attraction? These various possibilities were thoroughly discussed and final plans made.

It was agreed that the Youth Health Rally be held in the audi-

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torium of one of the district high schools. The school chosen had a seating capacity of 1500. The entertainment features of the program included dances by students of one high school, orchestral selections by a group of the same high school, a melody choir from a boys' high school, and a girls' choir from another girls' high school. Andy Russell, prominent radio and film personality, consented to appear on the program and Benny Leonard, former lightweight boxing champion, was invited to speak on health and athletics. A boy and a girl student were selected by the student group as co-chairmen of the rally.

The Assistant Superintendent of Schools, school principals, and youth organizations publicized the program very widely within the schools, while group work agencies who were members of the Brooklyn Council for Social Planning urged their respective youth groups to attend the rally. Several members of the committee who had been dubious as to whether any rally could be made attractive enough for 1500 teen-agers were pleasantly surprised to realize that the auditorium in which the rally was held was filled to capacity and that three to five hundred youths had to be turned away. The reaction of those who attended the rally was interesting. Youth definitely took over. They were jubilant, hilarious and happy. They felt the meeting was theirs and they acted accordingly. It was inspiring even to adults.

**OUTCOMES.** What was the outcome? The rally itself was merely a means for publicizing our program. The actual purpose of the rally was a dual one: to arouse interest in the campaign and to determine, on the basis of youth preference, the various activities that could be inaugurated in the Fall. A questionnaire, developed and suggested by youth representatives and included as part of the printed program, helped to determine what activities might interest the young people. The questionnaire was divided into four main groups—health, recreation, culture, and athletics. Each one of these groups had four to eight different items. The boys and girls present at the rally were asked to indicate on the questionnaire the particular activity in which they would like to participate.

An analysis of the questionnaires is of interest. Of the 560 questionnaires returned, 274 were from girls' schools, 51 from boys' schools, and 12 from a co-educational high school (Table 1). One



hundred forty did not indicate any school attendance, while 83 were from youths attending schools outside of the district. The committee was gratified by the fact that a large number who attended were non-students. Of the questionnaires returned, an interest in one or more health activities was manifested by 499 or approximately 90 percent, and a slightly smaller percentage indicated their interest in cultural activities. Close to 95 percent asked for recreational programs and over 80 percent requested some form of athletic activity.

Of those who manifested an interest in health activities, 426 or 76 percent desired health films (Table 2). Only 78, or 14 percent, were interested in home nursing. That may, perhaps, be explained by the fact that the majority of the audience consisted of girls, and home nursing classes were part of the curriculum in many of their schools. Presumably, only 76 were interested in lectures on disease prevention and a still smaller number, 39, in nutrition discussions. The latter might be explained by the fact that nutrition is covered in the home-economics classes conducted in many of the schools. Over 20 percent of the students were interested in safe driving. This interest was the same among girls and boys, and among students and non-students.

The interest in health films on the part of 76 percent of all those who filled out a questionnaire is a definite indication that this means of health education should be utilized and considered as a part of any program of health education.

Deaths from accidents probably lead other causes of death among young people. How many automobile accidents young drivers are responsible for has probably never actually been ascertained. The interest that youngsters expressed in learning about safety in driving cars is a definite indication that this particular activity should be encouraged.

Of the 560 questionnaires submitted, 532 or 95 percent of the youngsters who replied expressed an interest in recreational activities (Table 3). Participation in social dances and dancing instruction was the chief interest. Over 80 percent of them requested the organization of social dances, and close to 50 percent desired to join dancing classes. The interests of boys and girls in these activities did not vary appreciably.

Close to 90 percent of the young people expressed a desire to

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engage in one or more types of cultural activities (Table 4). Of those, joining a glee club and a desire for instruction in foreign languages predominated. Over 40 percent expressed an interest in the former activity and one-third of the youths expressed an interest in one or more foreign languages. Other interests included art classes, orchestral groups, courses in music appreciation, and visits to museums and botanical gardens.

Of the three athletic activities specified in the questionnaire, swimming was preferred by 70 percent of those who replied (Table 5). Others expressed an interest in the organization of athletic teams and tournaments.

**COOPERATION NEEDED.** It seems evident that, to carry on any civic program for adolescents, it is essential to obtain a coordination of all interested groups, youth and adults. Recreational pursuits should be carried out as a community effort. Health programs should be sponsored and encouraged. Only those activities should be inaugurated in which youngsters and adults express an interest. These pursuits should be organized with the cooperation of the Board of Education, but, for teen-agers, the program should not be too closely associated with organized school activities. The facilities of community organizations, including school buildings after hours, should be made available for recreation.

A preliminary program to interest young people has been described. It now remains for the cooperating organizations in that limited area of Brooklyn further to implement and expedite the various projects demanded by youth.

As a follow up of this rally, evening choral groups and an orchestra have been formed and two teen-age canteens have been established.

Acknowledgment is given to the following who actively participated in the planning and carrying out of the program: Sara McCaulley, Director of Conony House; Walter P. Zand and Donald Lathrope of the Brooklyn Council for Social Planning; Elizabeth V. Pierce, Assistant Principal assigned to the Office of the Assistant Superintendent; Joseph C. Noethen, Assistant Superintendent; Ruth A. Handy, Community Consultant; Isidore L. Mones, Health Counselor of School Districts 25 and 27 and the Community Association of School Districts 25 and 27.



TABLE 1—TYPE OF ACTIVITIES

School	Total	Health	Cultural	Recreational	Athletics
Brooklyn Technical	11	11	3	11	2
Alexander Hamilton	3	3	3	2	2
Specialty Trades	13	11	10	13	13
Boys High	24	24	21	24	21
Girls High	37	32	36	37	34
Homemaking	52	44	49	52	48
Girls Commercial	137	124	125	136	118
Bishop McDonnell	48	48	44	47	48
Manual Training	12	11	11	12	10
No School	140	113	110	116	98
Miscellaneous	83	78	78	82	75
Total	560	499	490	532	469

TABLE 2—HEALTH ACTIVITIES

School	Total	Total Health	Motion Pictures	Home Nursing	Disease Prevention	Nutrition	Safety In Driving	Others
Brooklyn Technical	11	11	10	0	1	0	1	1
Alexander Hamilton	3	3	2	0	1	1	0	0
Specialty Trades	13	11	10	0	3	2	4	1
Boys High	24	24	19	2	3	2	7	0
Girls High	37	32	25	8	5	3	5	0
Homemaking	52	44	37	7	7	1	4	2
Girls Commercial	137	124	105	24	17	10	43	4
Bishop McDonnell	48	48	47	10	5	4	9	0
Manual Training	12	11	9	2	4	2	5	1
No School	140	113	100	10	16	9	22	1
Miscellaneous	83	78	62	15	14	5	18	1
Total	560	499	426	78	76	39	118	11

TABLE 3—RECREATIONAL ACTIVITIES

School	Total	Total Recreation	Social Dances	Dancing Classes	Quiet Games	Arts Crafts	Clubs	Others
Brooklyn Technical	11	11	11	11	0	0	1	0
Alexander Hamilton	3	2	3	2	1	0	1	0
Specialty Trades	13	13	9	6	2	4	5	0
Boys High	24	24	18	12	3	3	7	2
Girls High	37	37	30	23	3	7	19	0
Homemaking	52	52	45	27	4	6	21	2
Girls Commercial	137	136	119	72	20	25	66	8
Bishop McDonnell	48	47	46	23	3	3	10	3
Manual Training	12	12	11	9	3	2	8	1
No School	140	116	102	41	16	19	36	2
Miscellaneous	83	82	69	42	4	17	41	6
Total	560	532	463	268	59	86	215	24

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TABLE 4—CULTURAL ACTIVITIES

School	Total	Total Culture	Art Classes	Language Class	Glee Club	Orchestra	Music Appreciation	Museums	Botanical Gardens	Discussions
Brooklyn Technical	11	3	0	2	1	0	0	1	1	1
Alexander Hamilton	3	3	0	0	0	0	0	0	1	2
Specialty Trades	13	10	3	2	4	6	1	2	3	1
Boys High	24	21	0	8	12	1	6	4	3	7
Girls High	37	36	9	10	29	13	10	6	6	8
Homemaking	52	49	10	22	31	22	12	10	16	7
Girls Commercial	137	125	38	54	65	41	32	24	39	23
Bishop McDonnell	48	44	13	29	11	9	10	2	3	7
Manual Training	12	11	3	4	9	4	7	2	1	3
No School	140	110	32	26	50	44	16	29	24	13
Miscellaneous	83	78	20	45	32	23	16	14	20	16
Total	560	490	128	202	244	163	110	94	117	88

TABLE 5—ATHLETIC ACTIVITIES

School	Total	Total Athletics	Teams	Tournament	Swimming	Others
Brooklyn Technical	11	2	2	0	1	1
Alexander Hamilton	3	2	1	0	2	0
Specialty Trades	13	13	11	8	12	0
Boys High	24	21	16	10	11	4
Girls High	37	34	17	4	31	3
Homemaking	52	48	18	15	43	4
Girls Commercial	137	118	67	41	98	21
Bishop McDonnell	48	48	30	1	33	4
Manual Training	12	10	6	3	7	3
No School	140	98	29	22	87	8
Miscellaneous	83	75	42	28	63	7
Total	560	469	239	132	388	55

## Education and the Good Fight

Education, whether of black men or white men, that gives one physical courage to stand up in front of a cannon and fails to give him moral courage to stand up in defense of right and justice, is a failure.

Booker T. Washington



# New Formula For Cooperative Education

GRACE BRENNAN\*

In the June 1946 issue of *High Points*, the article, *Expansion of Cooperative Education in New York City*, carried a challenge to the administrators of our high schools to make provision for a program which meets many problems confronting the pupils and schools at the present time.

What problems will it meet? How shall interested principals proceed with the initiation of such a program? These questions have been raised since the cooperative and apprenticeship program has become acceptable for full state aid under the education law.

**MEETING PUPIL NEEDS.** There are many problems of pupils which cooperative education meets, but I shall suggest only three very obvious ones. The program, through its feature of earning a wage on alternate weeks during the third and fourth years of high school, makes it possible for more boys and girls to remain in high school and receive a diploma. Let us not minimize the numbers of young people who enter high school with the fixed thought, in which their parents acquiesce, that at sixteen they will leave and go to work. This may be due to either of two factors, no liking for or no interest in the school courses or economic need in the family. Both objections are met by the cooperative program. The courses include both academic subjects and those which are geared to business and its practical demands. The opportunity to work during alternate weeks relieves the feeling of confinement to school day-in and day-out. The week at work requires high standards of regularity, dependability and performance. Thus it is not a case of school discipline one week and laxity the next. Rather, it is a combination of supervised development through different mediums. To the question of economic remuneration, the best answer is the statement that cooperative pupils earned a total of \$588,345.95 during the past school year.

Another problem which seems to be met by cooperative education is that of a curriculum which is geared to present-day needs of pupils. A very large number of our secondary school population is

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going directly into the labor market after high school graduation. Are we meeting their needs in the best possible way in our conventional high school courses? I believe the cooperative program eminently meets their needs by providing a practical form of guidance which allows them to work in a field to find out its requirements, advantages and disadvantages. Finding out at high school age that one kind of business is distasteful or that advancement in another is slow may save the pupil much heartache and loss of time.

The most important advantage to the pupil, however, is the practical experience gained during the period of alternation. There is no substitute for experience. The boys and girls in the cooperative program receive an introduction to the world of work under school guidance and supervision. They are better fitted after graduation for the step into full time work than are those whose first contact comes after the school tie has been severed.

Under the recent amendment to the education law, two purposes of paramount importance to school administrators will be possible of achievement. Additional teachers for the instruction of classes of smaller registers and for the necessary supervision, recruitment and attendant school administration are provided. Many principals who have hesitated to offer cooperative courses because of lack of sufficient personnel, can now do so.

**SELF-SUSTAINING.** In the academic high school division, Associate Superintendent Frederic Ernst has devised a formula under which he will allot teachers to the schools for the instruction and supervision of cooperative pupils. Teacher time is to be given generously for instruction, supervision and coordination to aid in the development and expansion of the program.

Cooperative education now emerges in the unique position of being completely self-sustaining as a result of the separate accounting of cooperative classes. Thus, the cooperative program in no way draws from the instruction or administrative strength of a school at large but supports small classes and provides liberal supervisory time within its own budget.

Moreover, since the registers will not be separated when determining the schools' allotment of teacher time for services other than instruction, i.e. health education, required music, and administration, the school generally will benefit.

\* Administrative Director, Cooperative Education.



**LARGER COMMERCIAL ENROLLMENT.** Fundamental in the success of work-study programs is the maintenance of a close correlation between job and school studies. Since cooperative classes at the present time are predominantly in commercial fields, a necessary increase of classes in commercial electives must result. Furthermore, in order to meet reimbursement requirements, the related subjects must be carried throughout terms 5, 6, 7, 8. A complete discussion of curriculum offerings is not possible here as the program is steadily expanding to new industrial areas. An excellent example is the cooperative unit at the Brooklyn High School of Automotive Trades in which boys in the senior year are employed under school supervision as an extension of their school studies. It is the hope of Association Superintendent George Pigott of the vocational high school division that additional cooperative courses may be established.

Although the new formula for cooperative education will prove a definite boon to school administrators, it serves its greatest purpose in that it provides a maximum benefit to the pupils in the form of greater enrichment of curriculum, more individualized instruction and truly personalized guidance.

#### The Teacher in Society

"One can teach."

"How much a year, George? How much a year? I suppose you must respect Carlyle! Well—you take Carlyle's test—solvency. . . . See what the world pays teachers and discoverers and what it pays business men! That shows the ones it really wants."

—From the discussion between the hero, George, and his uncle, Ponderevo in H. G. Wells' *Tono-Bungay*.

## Truants Are Not Born

JOHN R. FENETY\*

"Why can't I go to school? All the other guys go. I ain't got nobody to play with. Aw, gee, I can't do nuttin'."

Ask any mother whether she has ever heard this line of chatter from her pre-school children, and she will tell you that she has been driven almost to distraction by it at one time or another.

**WHEN SCHOOL WAS FUN.** Certainly, these children want to "go to school." We grownups just simply forget that at one time they wanted very much to go. We neglect to recall that children in their pre-school year, living under the social influence of an education system, literally bubble over with delight when they hear a tormented mother say, "Yes, I'm glad, you can go to school." Not that school, as a place of learning, means very much to them as such. It doesn't. But rather because it is the one place to which their once full-time playmates are permitted to go. Also, it is the place from which these same playmates come each day with fascinating tales of strange and exciting experiences. Naturally they don't want to miss these things and so they complain and torment until their wish is gratified—until they are given the same recognition accorded their friends.

So, off to school they go for the first time, and a happy lot they are for the privilege. Few of them ever heard the word *truant*, and those who have understand it to mean something bad. All in all, a promising future is begun in an adventure they enjoyed dreaming about.

**GOOD INTENTIONS.** The school, mindful of the social influences that impel children to attend in the first instance, tries very hard to satisfy the social needs and expectations of each child. Particularly in the early grades does the school endeavor to gratify and mould the social life of children.

**BUT POOR RESULTS.** But somewhere along through the grades—sooner for some than for others—certain children fall by the wayside. No longer are they sparked by that lively interest so genuinely

\* Division Attendance Coordinator.



manifested by them in the beginning. Lost is their desire to attend school, the urge which caused them to torment their mothers not so very long ago. Instead, they are now truants. They hate the very thought of going to school. Worse, they influence others to accept their viewpoints and to follow their example.

WHAT HAPPENS? Sometime, somewhere, something happens to these children to cause them to change their entire attitude toward school life. When?—Where?—What? These are questions that *you* can answer as well as anyone else. The chances, though, are that the burden of responsibility will be placed elsewhere depending on where you sit. But please don't suggest more studies—more surveys—more eyebrow-raising committee contests. The dusty archives of study halls are already dyspeptic from being fed a straight diet of this vital information.

"What can I do to prevent the germs of school delinquency from infecting children?" This is the one really important question to be given priority in your considerations. It shouldn't take very much time to arrive at some very definite conclusions. You know what these infectious germs are—what they look like—how they spawn and grow in your own community. Then what else is there to learn before an effort is made to do something before the disease sets in?

SYMPTOMS. Unlike many physical disorders, the symptoms of attendance disability are readily recognized. Inattentiveness, tardiness, lack of interest, carelessness, disobedience, subject failure and irregular attendance are but a few of the common symptoms, noticeable to the alert and interested observer. But diagnosis alone never yet saved a patient. The germs of infection will grow and spread, and disease will inevitably follow, if effective antidotes are not administered in time to prevent it.

FACE THE PROBLEM. Many of us conveniently absolve ourselves from any responsibility for attendance disability by pointing an accusing finger at the home or the community in which truant children live. There is no doubt that a large share of responsibility belongs in these places. But on the other hand we cannot ignore the fact that the children who are truants today are the very same

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children who craved school and were happy there in the early grades. They still live in the same homes and in the same community.

Instead of bickering as to which one started the fire, we all ought to join forces to put the fire out. Whatever the symptoms may be—whether mental, physical, social or moral, or whether they stem from the home, the school or the community—they should not be ignored by anyone dealing with children. The germs of attendance disability should be destroyed as soon as they become evident.

ANTIDOTE. The strongest known antidote for attendance disability is a social atmosphere composed of friendliness, understanding, sympathy, and helpfulness. It was to such an environment that children were exposed during their early years in school and in which they showed evidence of self-improvement and social progress. There is no problem of truancy here. It is likewise in this same sort of atmosphere that older children in the higher grades attend with regularity despite the homes from which they come or the neighborhood in which they live—despite retardations and behavior peculiarities for which they alone are not entirely responsible.

### The Omniscient Teacher

The modern schoolmaster is expected to know a little of everything, because his pupil is required not to be entirely ignorant of anything. He must be superficially, if I may so say, omniscient. He is to know something of pneumatics; of chemistry; of whatever is curious, or proper to excite the attention of the youthful mind; an insight into mechanics is desirable, with a touch of statistics; the quality of soils, &c., botany, the constitution of his country, *cum multis aliis*.

—Charles Lamb in *The Old and the New Schoolmaster*.



# The Spiral Physics Program\*

ALEXANDER EFRON, Stuyvesant High School

AIMS. High school physics, in common with other subjects, has certain well defined and recognized objectives, usually identified with those of *general* and *special* secondary education. These have been amply treated elsewhere and need no reiteration here. An equally familiar aim of physics, shared with other sciences, is the inculcation of the scientific method and the formation of the so-called "scientific mind." The above are the *broad* aims of physics instruction. We shall address ourselves here to two lesser, yet equally realistic, purposes which dominate the everyday teaching scene and which are ultimately sublimated into the all-inclusive aim of science education.

The first of these purposes, accepted by almost all physics teachers, is to reveal to the student the sheer splendor and fascination of physics phenomena. The second, embraced by most, is to develop in the student an understanding of the mathematical relationships that constitute the domain of physical law. The physics teacher attains the first of these *practical* objectives by means of artistically presented demonstration and visual aids, and certain well planned qualitative laboratory experiments. He seeks to accomplish the second purpose through the medium of problem solving, exercises, drill, and quantitative laboratory work. As a rule, he succeeds with the first task but fumbles the second. Students acquire a love for demonstrations but balk at problem solving which, if they master it at all, they learn to do by rote and automatic substitution into ready-made formulas. *The synthesis of these two aims, namely the development of the ability to apply physical laws to new phenomena and situations, is seldom attained in classroom practice except with our very best students.*

PROBLEM SOLVING—THE STUMBLING BLOCK. If *both* descriptive and quantitative work concerns us, what lessons can we, as teachers, draw from the apparent success of the first program and the difficulty and unattractiveness of the second? For it is undeniable, is it not, that any fairly comprehensive "power" test in numerical physics will at once reveal a general lack of skill in the

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simplest arithmetic, a misuse of physical units, and a complete unawareness of significant figures. A problem, cast into an unfamiliar form, usually brings disaster. That this is also true of beginning college work in physics will be attested by professors of the subject who go so far as to say that they would prefer to present their freshman courses without any reference whatever to the work done in high school. We feel hurt by such criticism since *we* have made adjustment to the inadequate preparation which we observe in *our* students and expect colleges to differentiate their courses as well. And what hurts especially is that physics failures have almost all witnessed, admired, studied and carefully "written up" our skillfully planned demonstrations in the very topic whose quantitative aspects now seem so hopelessly beyond them.

SOME ONE-SIDED SOLUTIONS. Various proposals have been made in the past to resolve this difficulty by sharply reducing the mathematical content of high school physics and making the subject almost entirely descriptive. "Demathematized" physics, it is urged even today, is still capable of contributing to broadly cultural *general-education* aims, particularly in view of the often cited fact that only a small part of our secondary school population continues advanced physics work in college. This point of view, however, ignores the *special-education* outcomes to which our 11th and 12th year students, even if not college bound, are so clearly entitled in this age of rapid science-expansion. The plan, at best, envisages a higher-level general science course, valuable in its place as an introductory science or as a component of a post-physics science survey. It is scarcely equivalent to the rigorous physics which it seeks to replace.

Others, who feel that the trouble with quantitative physics originates in the inadequate time allowance (after all, only *one* short school year is available), propose, instead, that almost *all* of the time be devoted to calculations and quantitative laboratory work. This point of view, as extreme and as one-sided as the first, leads to a degree of "mathematization" so complete as to make demonstration work almost non-functional and laboratory experiments purely confirmatory. The proposal ignores the limited psychological and intellectual preparation of beginning students and offers them another, scarcely digestible, mathematics course. The first plan emphasizes description; the second extols mathematical analysis. Each stresses

\* Based on talk given before the New York Physics Club at its meeting at Teachers College, Columbia University, October 25, 1946.



one discipline at the expense of the other. Yet *both* disciplines must be included if a balanced, *theory-and-practice* type of course is to be the result.

**THE "SPIRAL" APPROACH.** We humbly suggest that the answer to the dilemma lies not in the omission or undervaluation of *either* phase of physics instruction, but in that type of curricular reorganization which interweaves the "easy" and the "difficult" parts of physics in a gradually widening, spiral or cyclic manner. If, instead of the conventional policy of treating in consecutive order *all* of mechanics, *all* of heat, *all* of sound and light, and then *all* of electricity, we proceed instead *from simple description and simple theory to more advanced description and more advanced theory*, we should be capitalizing on the student's growing maturity and preparation. But to do this means to be ready to "break up" mechanics, heat, sound, light and electricity into new pieces which will fit better into the desired picture. Once broken up and then re-assembled, these portions of subject matter are united into a new pattern or "gestalt" of physics. The *simultaneous* presentation of the easy and the difficult is thus avoided and, instead, a gradual re-tracing of steps from the familiar to the complex is undertaken. This, in brief, is the *spiral* approach.

**PLANNING THE SPIRAL PROGRAM.** The details of the spiral program, as developed by the author and his associates at Stuyvesant, are briefly as follows. The first term's work is made largely qualitative, yet with a certain amount of simple arithmetical calculation included. Almost 75% of the entire scope of regular high school physics is covered, providing the Physics One student with an extensive overview of the subject. The second term affords a "second look" and permits a more exhaustive and rigorous treatment of *some* of the topics already covered. The Physics One student witnesses certain key demonstrations, performs certain carefully selected laboratory experiments, and is *deliberately* left with the impression that his study of several topics is incomplete (is it *ever* complete?) and that fuller answers to some questions will be given later when he has reached a higher level of intellectual maturity and mathematical skill. The Physics Two student is again reminded of the limitations that have been placed, perhaps artificially, on his first

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term's work, and is now given a chance to attack the subject more deeply and analytically. But even this more advanced student must learn that further "spiraling" awaits him if he should continue with physics in college or graduate school. His educational process will thus be revealed to him as at no time complete or terminal in character, but rather an ever-expanding and ever-widening intellectual adventure.

**SOME DETAILS OF PROCEDURE.** The beginning physics student undertakes, for example, the study of simple non-exchange calorimetry, but defers to the second term the more complicated mixture-problems, specific heats, and numerical considerations of change of state. His study of gravity pressure, Archimedes' Principle, and the law of flotation is based on *water* as the only fluid. His next "spiral" glance at these topics becomes a more critical one since it then "takes in" liquids of specific gravities other than 1. He acquires simple yet significant experiences with gases through his study of atmospheric pressure and Bernoulli's Principle, but enriches his understanding of the subject only through his second term's study of the various gas laws (Boyle's, Charles', and Gay-Lussac's). Certainly, were these laws included in the first term's work, *before a general appreciation of the behavior of gases has been acquired*, real learning in this area would be doubtful.

Similarly, the study of sound can be separated into the portion that lends itself to a simple semi-quantitative treatment (kind of wave motion, speed of propagation, reflection and echoes, characteristics of musical notes, etc.) and the more advanced portion (resonance, interference, beats, the laws of strings and pipes, and the wave-length-frequency-velocity relation). The subject of light, too, contains such topics as lenses and images which can be handled descriptively and geometrically in Physics One, and from the formula point of view in Physics Two. Electricity can be readily approached through the study of a *single* device: *one* lamp, *one* toaster, *one* flatiron. For this one device, all of the necessary calculations of current, voltage drop, power, energy and cost can be successfully attempted, even with beginners. The more difficult electrical situations, such as series and parallel combinations of resistances, alternating currents, and the transformer, are best postponed to the second-level course, where, after a brief review of Ohm's Law and



electrical instruments, real progress can be effected toward making the student "electrically literate." And so on, with several other parts of physics.

We call this the *spiral* or *cyclic* method of teaching physics. We teach and re-teach, "lifting up" or "spiraling" certain topics. It is true that, by doing so, we lose a certain traditional continuity, inasmuch as we do not complete, during the first term, several given fields of physics. *But a quick review and a deeper exploration of the topics thus left apparently uncompleted results in more permanent learning and requires less overall review at the end of the year.* Some topics, such as static electricity and the radio tube, can be treated almost completely in Physics One: these are therefore not spiraled. Others, like Newton's Laws, machines, work, energy and power are intrinsically so mathematical as to require a second-level point of view almost exclusively; as a result, these topics are initiated and "completed" in the Physics Two course.

**CONCOMITANTS OF THE SPIRAL PROGRAM.** The spiral physics program must be accompanied by a spirally or cyclically conceived demonstration and laboratory program. If the simple Mariotte bottle (with side openings) is sufficient to demonstrate that gravity pressure in a liquid is directly proportional to the depth, a more elaborate rubber-covered exploring thistle tube, with an associated manometer, can be used to repeat the experience and clinch the relationship in Physics Two. Similarly, if simple lenses and prisms are sufficient for the introductory study of refraction, more complicated laboratory equipment is called for to establish the mathematical laws which govern the size of the image and its distance from the lens.

We talk of the scientific method and often wonder how we can teach it in a classroom. As the demonstration and laboratory experiments grow more rigorous and scientifically more searching, the subject of precision takes on a new meaning. We can and do secure a growing appreciation of the precision possible with given apparatus and given experimental conditions; we discuss sources of error and seek to reduce personal and instrumental errors. Graph plotting, graph interpretation, and the use of the slide rule become easily attainable skills and mean much more after laborious long hand calculations have first been performed.

## THE SPIRAL PHYSICS PROGRAM

**SOME PITFALLS.** Of course there are pitfalls and dangers, though none of them necessarily fatal. If the exact scope of Physics One material is not fully covered, that much more is left for the Physics Two teacher to do (and he has quite enough to do under this or *any* program). References to textbook material are not easy to make since the conventional book follows the conventional order of topics. And, finally, it is difficult to equate (for transfer purposes) the work done in a "spiral" school in terms of the offerings of another, "unspiraled" one.

For the moment, a start has been made and we believe it to be a very hopeful one. Much more will have to be done to determine the correct (or more nearly correct) topic placement, to plan adequate time allowances, to extend the spiraling of demonstration and laboratory experiments, to provide properly spiraled homework assignments, etc. As before, the help of the members of the Physics Department, the pooling of their experiences with the program, the give-and-take of professional discussion—these will all be brought to bear on the correction of any defect that may still be present. We shall welcome, too, the reactions of physics teachers and supervisors outside of Stuyvesant; if derived from experience in general academic high schools, these will be particularly valuable.

The course of study, outlined below, is essentially the New York State Regents Syllabus, with several extra topics added. The figures in parentheses which follow the unit number represent the number of days proposed for the topic in question. References to laboratory experiments are in terms of the manual used in the school. Thirty such experiments are performed in the course of the year. A total of 79 teaching days in Physics One and 73 in Physics Two is assumed as the basis for the course.

### STUYVESANT HIGH SCHOOL PHYSICS DEPARTMENT

Physics 1 & 2	Fall '46	Spiral Program
Physics 1	Physics 2	
U 1—(4d) Units and measurements. English & Metric systems. Conversion. Density.	U 1—(4d) Specific gravity of solids & liquids. Bottle and hydrometer methods.	
L1—Experiments 4 & 5 in manual.	L1—Experiments 11 & 12 in manual.	



Physics 1 (Continued)	Physics 2 (Continued)
U 2—(4d) Heat & expansion. C, F, and K scales. Conversions. Qualitative expansion. Thermostat. Kinetic Theory. L2—Experiment 36 in manual.	U 2—(5d) Review gravity pressure and force, using water and liquids of diff. sp. grav. Review Pascal's Law, including diameter relationship in hydr. press. NO LAB.
U 3—(5d) Transfer of Heat. Calorie & BTU. (Omit spec. heat & heat capacity). Simple calculations in terms of calories & BTU (for H <sub>2</sub> O only). L3—Experiment 31 in manual.	U 3—(5d) Three gas laws (Boyle's, Charles, Gay-Lussac). Manometer Pressure gage. Gage & absolute pressures. L3—Experiment 15 in manual.
U 4—(5d) Change of state. <i>Non-exchange</i> calculations only. Fusion and evaporation. (80, 540; 144, 972). Dew point & humidity. L4—Experiment 42 in manual.	U 4—(5d) Re-define the calorie & BTU. Teach spec. heat & heat capacity. Mixture problems <i>with</i> & <i>without</i> change of state. L4—Experiment 32 in manual.
U 5—(3d) Heat engines; steam & gas (stress latter). Details of four-cycle engine. Cooling system. L5—Experiment 40 in manual.	U 5—(5d) Sound. Review velocity & echo problems, also three characteristics. Teach resonance, interference, beats. $V=WL$ . F. Laws of strings & pipes. L5—Experiment 50 in manual.
U 6—(6d) (2 demonstrations) Pressure in liquids (horizontal surfaces only). Distinguish between pressure and force. Pascal's Law. Hydr. press ( $f/F = a/A$ ). L6—Experiment 8 in manual.	U 6—(5d) Light. Review reflection & refraction, also 5 "cases" (treated geometrically in P1). Check with formula. Teach size-of-image formula. Review index of refr. & total refl. L6—Exp. 60 & check 1 case.
U 7—(4d) Archimedes Principle and Law of Flotation (H <sub>2</sub> O only). Problems and descriptions of expts. L7—Experiments 9 & 10 in manual.	U 7—(4d) Photometry and candle power. Foot candles. Inverse-square law (generalized). Review electromagnetic spectrum. L7—Experiment 66 in manual.

## THE SPIRAL PHYSICS PROGRAM

Physics 1 (Continued)	Physics 2 (Continued)
U 8—(5d) Atmospheric pressure. Barometer. Weather. Altimeter. Bernouilli Theorem. Venturi meter. Siphon. L8—Parts of #14; demonstrate #17.	U 8—(4d) Review Ohm's Law and electrical units. Go over galvanometer, ammeter, voltmeter. SERIES circuit complete: calculation of current, IR drop, power, energy and costs. L8—Series part of Exp. 80.
U 9—(5d) Sound. Longitudinal waves. Velocity in air at diff. temps. Echo problems. Sonic depth problems. Three characteristics of musical sounds. NO LAB.	U 9—(5d) PARALLEL circuits. Calculation of joint resistance (equal & unequal branches). Laws of resistance (effect of length, area, material, temp.) Branch & total currents. Branch & total power and costs. L9—Parallel part of Ex. 80.
U10—(4d) Light. Transverse waves. Speed. Laws of reflection. Images in a plane mirror. Periscope. The concave mirror (briefly). L10—Experiment 55 in manual.	U10—(4d) Electrical heat. Application to series and parallel circuit Joule's Law: I <sup>2</sup> R.T.O. 24; also E.I.T.O. 24. Calculation of temp. rise (tie-up with "m.t.s.") L10—Experiment 84 in manual.
U11—(5d) Light. Refraction & its cause. Index of refraction as a ratio of velocities. Total internal reflection. Prisms. 5 "cases" (no formulas). Concave lens. L11—Experiment 58 in manual.	U11—(4d) Alternating-current theory. R, L, C, on direct and AC current. XL, Xc, Z, Lag, lead, in phase. Power factor. Oscilloscope traces. L11—Experiment 216 (AC & DC sheet).
U12—(3d) Light, Dispersion and synthesis. Monochromatic sources. Color of opaque and transparent bodies. Colored lights vs. colored paints (additive vs. subtractive mixing). The entire electromagnetic spectrum. NO LAB.	U12—(5d) The induction coil (open-core transformer). Telephone transmitter and receiver. The transformer. Turn ratio. Numerical problems with perfect and imperfect transformers. L12—Transformer sheet.



## Physics 1 (Continued)

U13—(4d) Magnetism. Law of Poles. Inverse Square law (briefly). Induction. Permeability. Reluctance (briefly). Terrestrial magnetism complete. Magnetic lines of force.  
L13—Experiment 68 in manual.

U14—(5d) Electromagnetism. Two (2) right hand rules. Ampere-turns. Applications: the relay and the motor.  
In 216 Motor experiment add dem. on 73 in manual.

U15—(6d) Static electricity. Methods of charging: contact and induction. Pith ball and gold leaf electroscope. Condense (Leyden Jar). Radio tubes: diode and triode. X-ray tube. Photocell.  
Relay (sheet) + photocell dem.

U16—(5d) Ohm's Law. Units and instruments (no details for latter). Solution of simple circuits: current, voltage drops, power, energy, costs.  
L16—Experiment 76 in manual.

U17—(6d) Primary (dry) and secondary (storage) cells. EMF's of combinations. Electromagnetic induction. Principles and details of DC and AC generators. Factors governing magnitude and direction of induced EMF's.  
L17—Experiment 91 in manual.

## Physics 2 (Continued)

U13—(5d) Newton's three (3) laws of motion.  $F=m \cdot a$  ( $F$  in lbs.,  $m$  in slugs).  $M \cdot V=M' \cdot V'$ . Accelerated motion problems complete. Centrifugal force (qualitatively).  
L13—Experiment 29 in manual.

U14—(4d) Vectors. Composition and resolution of forces and velocities.  
L14—Experiment 19 in manual.

U15—(4d) The principle of moments. The "bridge" problem. Upward force at the fulcrum. Center of gravity. Finding it by moments.  
L15—Experiments 21 and 23 in manual.

U16—(5d) Concept of work and energy. Potential and kinetic energy calculations. Machines. Theoretical and actual  $M A$  Law of perfect machines. Efficiency of imperfect machines.  
L16—Experiment 28 in manual.

U17—(3d) Power: rate of doing work. H.P. of a motor by the Prony Brake method. Problems on efficiency.  
NO LAB.

## Trends In Testing

ABRAHAM DEUTSCH\* Jamaica High School

Testing may refer to achievement, appreciation, attitudes, critical thinking, health, intelligence (mental and social), interest, non-intellectual traits, personality, and special abilities and aptitudes (educational and vocational).

**MENTAL TESTING.** Agreement is still lacking as to the exact definition of intelligence, the basis for testing and the precise significance of intelligence test results, because of the complexity of intelligence factors. Intelligence tests measure learning capacity indirectly and not general intelligence itself; they measure ability to make inferences about abstract symbols—verbal, numerical, and spatial—and this ability is highly correlated with academic aptitude. While useful as general guides, intelligence tests cannot be employed as measures either of specific types of ability or talent, or of the total complex of abilities; neither do they predict the use of a pupil will make of his intelligence.

I.Q. scores derived from different tests and even from the same test administered at different times may not be strictly comparable. Recent experiments tend to refute the theory of absolute constancy so that environment (nurture, including schooling) can not only raise but can also lower the I.Q. to some extent. For these reasons, not excluding the possibilities of inaccurate test scores, it is desirable that secondary school pupils receive the benefits of a reliable and carefully administered and scored intelligence test. Taken by itself, such a rating can lead to erroneous conclusions; to be of genuine value it must be supplemented by other measurement devices procedures and appraisals.

Those who would use this information must know the limitations of such tests. Because of their verbal nature most of these tests require a certain degree of reading ability which may not always be taken for granted; the lack of such ability will often obscure test results. Because of the presence of other potent factors such as interest or subject disabilities, achievement may not always be positively correlated with the score on an intelligence test. An I.Q. offers one type of evidence in discovering pupils who are capable

\* Committee on Testing, High School Teachers Association.



of doing exceptional work, or in predicting probable success in college or in a certain type of curriculum, or in pointing out lack of innate capacity as one cause of inferior work.

**APTITUDE TESTS.** Prognostic tests represent an ideal in the prediction of educational or vocational success. Where achievement tests measure learned performance regardless of ability, prognostic tests attempt to reveal special abilities apart from general intelligence and training. Factor analysis is involved. Along with intelligence tests, such specialized tests may be of value in guidance and in placement to aid in reducing the waste of failure, or to form a partial basis for grouping.

Aptitude tests possess validity in varying degrees. Few thoroughly reliable prognostic instruments are now available. More often they are better for prediction of failure than of success. Aptitude readiness may or may not be present at a particular time or level of maturity, but this does not preclude its possible presence at a future time.

Prediction of scholastic success must continue to depend on demonstrated successful performance and on an above average I.Q., not denying the influence of good teaching, strong motivation, effective study habits and wholesome emotional factors. Personality characteristics can condition success or failure in many types of occupations. Occupational adjustment does not depend solely on the technical abilities involved.

Since no single test or measure has completely reliable, predictive value, there must be supplementary use of a carefully controlled system of cumulative records for guidance if students are expected to work in accordance with the indications of such tests as to their abilities and powers of growth. This will prevent a single, non-typical performance from being given undue weight. The comprehensive cumulative record is probably fully as good an indication of various abilities as any tests which have as yet been developed. Continuous guidance would weed out the unfit long before tragic rejection and failure in later professional examinations. Aptitude test results may be used to reinforce judgments and observations of teachers. The most realistic and reliable test of an individual's capabilities in a given field must continue to be actual performance

## TRENDS IN TESTING

as revealed through a wide and comprehensive school program of curricular and extra-curricular activities and experiences.

**ACHIEVEMENT TESTING.** The general functions of such testing may be summarily listed as instructional, supervisory and administrative. These tests:

1. Provide some evidence that should be considered for marks or formal ratings.
2. Measure achievement or accomplishment.
3. Set up norms of achievement which may be valuable in guiding the schools to set up reasonable standards of achievement for their pupils.
4. Determine progress and, along with other evidence, serve as a basis for promotion and graduation.
5. Serve for diagnosis and as a basis for remedial procedures, thus aiding in planning instruction.
6. Provide a class survey.
7. Aid in grouping and make for effective articulation.
8. Offer a basis for comparisons—of class progress, of class with class, teacher with teacher—and lead to improvement of rating, testing and teaching practices.
9. Stimulate teachers and aid in evaluation of instruction.
10. Stimulate pupils and encourage study, motivate reviews, and aid pupils in grasping larger relationships.
11. Function for guidance.
12. Provide some evidence to be used in reports to and conferences with parents.
13. Aid in appraisal of a curriculum.

The purpose of testing is important. Tests are never ends in themselves, even for marks. To restrict testing largely to pen and paper informational tests is to limit the implications of a modern curriculum with its comprehensive objectives. Where "results" are emphasized along with the upholding of "standards" the evils of coaching and cramming may result. Any attempt at uniformity or standardization must make allowances for the problems of heterogeneity presented by individual differences in pupils, schools and communities. A rational appraisal of teaching or learning is not easily made solely on the basis of conventional test results.

Most tests are written in form; yet other possible procedures include oral types, laboratory techniques, interviews (of prime importance in actual life situations), performance, etc. Testing needs vary with different subjects, although tests are best given periodically with the necessary remedial follow-up. The introduction of



objective testing was hailed as a "cure-all"; yet reliability is no proof of validity. Because of its unique values, the essay-type question is in no danger of becoming outmoded where economy and speed in rating are not of prime importance.

Satisfactory test materials to measure particular outcomes are not easy to construct. More study must be given to the possibilities and limitations of each type of objective question now often used at random, or merely as novel variations of the traditional types. Here is a constant challenge to supervision whether it be provided by a school system from its own personnel or from some higher educational authority. Provision for machine-scoring adds distinct advantages.

Teaching and testing may be both part of the same learning process. Continuous testing is a teaching device to prevent failure and not a mere ex-post-facto analysis by which final success or failure is determined. Competition may speed up the slow learner, but the strongest incentive for the individual is interest based on performance and knowledge of progress.

Since the scientifically constructed objective test does not always meet the basic appraisal needs of the classroom teacher because of fundamental differences between the orientation of the scholar or technician and that of the classroom teacher, there is need of greater cooperation between test and subject specialists.

Current experiments with curriculum revision point to impending changes in the "package method of academic advancement," which, in turn, is bound up with inevitable revisions in the objectives, organization and administration of secondary education.

**MARKS AND GRADES.** Bases for marks and marking, including schemes for weighting, formulas, etc., are almost as diverse and as numerous as teaching and administrative practices. The traditional percent or 100-point scale appears absolute and simple; yet it is open to serious misinterpretations. Just what does 100% mean? Perfection? In what? Mastery of essentials? On the other hand, does a mark of 0% indicate complete lack of knowledge? The latter situation is hardly conceivable. A scale ranging from 0% to 100%, with 100 intermediate points arranged with mathematical precision is hardly more than a fiction because of inevitable subjectivity, impossibility of scientific standardization and the evidence of research

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which tends to substantiate the belief that teachers cannot ordinarily differentiate among more than 5 or 7 levels of ability. Is the difference between 64% and 65% the same as that between 12% and 13%, or between 98% and 99%? What is the significance of a mark of 75% received by a pupil in 5 different subjects, in 5 different departments, from 5 different teachers at 5 different times in the same or in different schools? Does a mark of 75% indicate 75% of what a pupil is capable of learning? 75% of what the outstanding pupil in that particular class at a particular time received? Knowledge of 75% of the content of the syllabus? 75% of the knowledge of the teacher? 75% of perfect performance on a particular test? A special problem is presented where there is homogeneous grouping in one form or another and the same numerical or literal system of rating is used for all groups.

A "pass" mark is predetermined, and so may be arbitrary, unrealistic, and lacking in significance. "Passing" grades may vary—65%, 70%, 75%, etc. A complication arises when a pupil transfers from a 75% "passing" school to a 65% "passing" school, and vice versa. Moreover, "a scholastic average is arithmetical truth, but psychological nonsense."

The 5-point system was introduced about 25 years ago. The fact that it is now used by a large majority of schools throughout the country is not in itself proof that this scheme solves all defects of marks and marking systems. Along with the 5-number or 5-letter system is the use of the bell-shaped distribution curve. In one such type of an A to E scale, A and E represent approximately the highest and lowest 7% of the pupils; B and D, 24%; and C, 38% as the median group. The practice of ranking and the discreet use of the normal curve may tend to reduce the variability and unreliability of marks. There are limitations in the use of such a system. Traditionalists point to its lack of flexibility in that it does not take sufficient account of the differences among individuals in either a normal class or in a non-typical class where the curve would become skewed. Inevitable failure for those in the E or lowest group may be arbitrary. A class may be too small or abnormal for some reason for rational use of the bell curve. An improvement in the percent system is the restriction of marking to broad units—for example, marking in multiples of 5% or 10%.

Marks can be used as ends in themselves or as means to an end.



The competitive element in a marking system may conflict with the ideals of group welfare and democratic social living. Competitive classroom activities are thus opposed to group welfare living. Dependence of a school upon artificial motivation is revealed by the use of such driving devices as honor rolls, special privileges, etc. Nevertheless, one cannot deny the powerful influence of military honors, citations, etc. Marks bring with them a kind of social approval or disapproval, and may also satisfy a form of vanity on the part of some parents and pupils. These measures may also cater to a desire to excel and an urge to mastery and dominance.

Quantitative or qualitative ratings of a pupil in all significant aspects of growth and development are important. The mastery of subject matter is only one of a number of worthy objectives of education. There is a growing tendency to offer an increased variety of marks and ratings, one for each of the objectives being stressed by a school, apparently in the hope that if separate marks are awarded for such factors as application, citizenship, health and various social and civic traits, the subject matter mark might come to be less influenced by them and so represent more faithfully what it purports to represent—subject matter achievement.

Any meaningful, reliable and valid system of marking must serve as a guide, rather than as a basis of reward or punishment. Some kind of description might accompany this system for guidance purposes. Marks alone direct attention away from the real purposes of education toward symbols representing success or failure of a sort. In themselves, marks have little diagnostic value. Frequent failure may dishearten a pupil, and develop a sense of frustration. The use of a mark for punishment can breed resentment, antagonism and a desire to avoid the form of learning to which it is attached. At the same time, marks should keep a pupil aware of his progress as realization of progress stimulates further progress. Of positive value is the interpretation of a pupil's measurement in terms of his own abilities, interests and growth curve, and not in terms of norms derived from mass measurements.

There is no satisfactory substitute for marks. Some school systems are experimenting with statements of mastery, informal letters to parents, and with the use of ranking and graphs to interpret marks. In a suggested dual system, local grading systems would be retained

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for individualized standards, with comparable, standardized measures used for certification and transfer.

**STANDARDS.** It is difficult to set up accurate, objective bases for determining standards of achievement in school work. Standards for what? For whom? How much? Is the non-existent "average pupil" the criterion? The very meaning of this concept remains to be clarified. In the last analysis, educational standards are logically individual when full consideration is given to all the implications of the existence of individual differences. Strictly prescribed standards, of whatever form, applied rigidly to all alike may be largely theoretical. A private school might set up certain standards of "bookishness" for the purpose of rigorous selection and rejection, but such selectivity is hardly in keeping with the spirit of democratic public education. At the same time there must be no confusion of equality of educational opportunity with identity, or uniformity with individuality. The price of standards is sometimes high.

Arbitrary standards may involve a high percentage of failures. The adjective *misfit* was long ago shifted from the pupil to his education. Even if some do learn a prescribed minimum under the pressure of remedial treatment, the results might not be worth the effort. *"Indeed, if we consider the feelings of despair or inferiority, the habits of dependence, the frequently temporary and superficial, if not fictitious character of forced learning, and the loss of opportunity and time for learning something that is within the comprehension, needs and interests of the pupil, it is not by any means certain that the efforts to bring pupils up to prescribed minimums are not positively harmful. . . . Standards can have carefully described, defined and demonstrable educational and social meaning with all significant limitations as to purpose and condition faithfully and rigorously stated with goals or units of learning clearly defined."* For purposes of professional and vocational certification, certain unvarying standards are justifiable. Varying and acceptable standards are necessary for different groups and individuals on the basis of abilities, and which in turn are dependent on adjustments in content and methods of teaching.

**STANDARDS IN APPLIED EDUCATION.** In any phase of applied education, such as business or industrial education, difficulties



arise because of a certain lack of agreement on the exact place of such specialized education in general secondary education—whether it is to provide a general background or specific training. Business or industry must also be prepared to specify standards which might be almost as diverse as the many specific types of occupational openings available. Narrow skill training for a specific job, and requiring a short but concentrated period of training, with little further knowledge involved, can hardly claim a place of major importance in a broad scheme of secondary education. Vocational tests in generalized vocational education are usually applicable to a family of occupations leaving specific training to be secured on the job.

The fact remains that while 65% may "pass" a pupil in a course taken for school credit, the school would have a right to expect a far higher degree of efficiency of those who plan to use their knowledge and training for vocational purposes, and who expect recommendations for positions at the end of a specific course. Judged by school standards, the normal curve of distribution of ratings might exercise greater influence than the dictates of practical requirements. School test performance and performance on the job might stand far apart.

Business standards, broadly conceived, do imply pre-employment training on an achievement level acceptable for initial employment. Yet, employability as a criterion is so broad as to be almost limitless. The number of words typewritten per minute for several minutes or the number of bookkeeping entries posted in a given time, all under artificial conditions, are far from realistic and lack reliability. Despite all of these difficulties, standards in such forms of applied education have at least as much specific meaning as standardized subject matter tests for other courses. Satisfactory progress has been made in devising forms of clerical ability and trade tests with a fair degree of validity and reliability.

Tests of composite vocational abilities are more important for terminal purposes than separate subject course grades and credits. This would be appropriate for pupils who have completed their training for specific types of positions and who have merited recommendation for specific employment. Such measurement devices are more in line with instructional and functional objectives since instructional materials tend to be based on job analyses. Greater emphasis must be placed on work habits and on wholesome personality development since success in the world of work is only partially

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dependent on specific skills and knowledge. There is need for proper balance between those activities which contribute to vocational competency in terms of skill, knowledge, etc. and those which tend to insure success on the job by reason of a well-integrated personality. The extension of the work-study plan offers possibilities as contacts between school and business become better established.

**COLLEGE ENTRANCE REQUIREMENTS.** *The Eight-Year Study* arose out of the theory that college admission should involve something more fundamental than marks, or mere scholastic rank and rigidly prescribed entrance requirements. Special attention was given to the influence of such factors as intellectual curiosity and drive on the part of applicants, on the possession of proper work-study habits, resourcefulness, ability to solve personal problems and to do precise and objective thinking, success in non-academic activities, concern for world affairs, etc. Even before Pearl Harbor there was evidence of increasing freedom of high schools to release graduates from the domination of traditional course and unit prescriptions.

As part of the Study, a school recommendation, required for the experimental group, certified that the student had the requisite intelligence to do college work, that he was in earnest, and there was demonstrated ability to work successfully in one or more of the subject fields in which the college in question offered instruction. Along with this there was a carefully recorded history of the student, his activities, test results, scholastic aptitude, etc., all for the purpose of giving a complete picture. Consideration was also given to the applicant as a whole, with special attention to his physical and mental well-being, and personal development. Here was a genuine attempt to reach a better understanding of the student, with subordination of marks in favor of comprehensive analysis of his full development.

Special provisions are being made for returning veterans; they are mature students, and not particularly interested in every case in course credits or degrees. There may be indifference toward the ritual, symbolism and stereotypes that have been built up in higher education. There is evidence of a trend toward admitting these students on such bases as ability to profit by college offerings, on the basis of recorded I.Q., reading ability, aptitude or scholastic ability tests, maturity, sincerity of attitude toward objectives, and progress



judged by comprehensive placement tests, which serve to establish the level to which such students belong by virtue of acquired knowledge, to permit better equipped students to move ahead, and even to advance beyond the level indicated in their official high school credits. The lack of a high school diploma may even be overlooked in some instances.

**REGENTS EXAMINATIONS.** By act of the New York State Legislature in 1877, the Regents were empowered to *"measure and establish and maintain proper standards of scholarship and to furnish suitable standards for graduation from academies and academic departments of union schools and of admission to the several colleges of the state."* Payments of state grants to local educational systems have been made on the basis of the use of these examinations, on the results obtained, and, more recently, on attendance. The so-called preliminary examinations, originally instituted as a plan of entrance examinations, have almost disappeared in recent years because of the tremendous increase in the number of pupils seeking entrance into secondary schools and the development of junior high schools. Because of the prestige of the Board of Regents and the conscientiousness and high purposes of the examination committees, the examinations have earned widespread respect. They emphasize scholarship and are ordinarily difficult enough to pass so that a satisfactory rating means positive achievement. The difference between the number of papers *claimed* and *accepted* has been extremely small. There have been fluctuations in the degree of difficulty; this was one of the reasons for changing the type of examinations for University Scholarships.

Some of the disadvantages inherent in any system of standardized examinations were briefly mentioned under "Achievement Testing." Any form or degree of such uniformity set up for a wide area, with varied elements, will bring with it sporadic and intermittent charges of "curriculum freezing, regimentation, mechanization, interference with exercise of local initiative and the adaptation of instruction to local needs, emphasis on outcomes which can be measured objectively by pen and paper tests," etc. In New York City there is reasonably wide flexibility in the use of Regents examinations for graduation.

Once again, it is emphasized that the value of any examinations and the importance attached to them depends on the use to which

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they are put as affecting teachers, pupils and school practices. Regents results should not furnish a sole means of deciding the educational fate of young people. The examinations need lose none of the respect which has been accorded them by becoming a *"source of information to the schools rather than an umpire for the schools. . . . Each school ought to assume responsibility for its own promotions . . . and be responsible likewise for the granting of diplomas."* The practice of passing or failing pupils on the basis of marks made in Regents examinations *"is an abuse of the examinations."* No official claim is made for absolute reliability. The Report of the Regents Inquiry points out that there is a constant temptation to shift responsibility for important decisions to an impersonal agency remote from the local system, and that no remote and impersonal agency can dependably offer the kind of judgments of individual pupils which the Regents ratings are assumed to represent. Neither is repetition of Regents examinations for the sake of Regents credits justified.

There is further opinion that these examinations can be of value in providing a variety of objective evidence on which judgments about pupils and schools may be partially based. Constructive direction is of extreme importance to secondary school development. Test results are not solely for the purpose of passing on the accomplishments of individual pupils but may serve to provide for just evaluation of the educational programs of schools and school systems.

The problems presented by wide heterogeneity in abilities and interests are many. Scholastic competence is not the same as social competence. Academic achievement is but one of several important educational outcomes. College preparatory pupils might be tested for the possession of specialized abilities which continued academic work will demand of them. *"If separate examinations, designed to test those particular abilities can be established for the college preparatory groups, the standards of scholarship for them may be made as exacting as the demands of college work require."* Some colleges have their own standards for admission and ignore Regents ratings; others ask for both school and Regents ratings; a few are interested largely in Regents ratings alone. Beyond mere academic achievement is the need for providing for the collection of all possible pertinent information about educational growth which may even be of more significance in appraising school work than the written



answers to questions. Since *"a major reason for lack of success of young people in meeting out-of-school problems is that the secondary schools give them insufficient chance to master important abilities which the out-of-school world will demand of them,"* it has been suggested that a variety of tests should be made available for testing all of the major objectives of education, and not especially for terminal purposes alone.

There is no urgency for immediate change. Testing is but one phase of state control, but far-reaching and highly important. Tradition and inertia will prevent any sudden, radical revision. New types of diplomas may be effective. There are numerous small "country" high schools which must continue to look to the state for direction and supervision because they lack the subject specialists and supervisory personnel provided for in the typical city school system.

**UNIVERSITY SCHOLARSHIPS.** It was decided that there is *"need for a more scientific instrument as a basis of scholarship awards . . . and of the best possible screen for the selection of pupils of unusual ability."* The new form of examination is found more satisfactory since it is based on wide knowledge and *"affords a finer discrimination in grading superior students irrespective of the field of examination."* The change was also due to *"the essential and necessary enrichment of the secondary curriculum and the gradual broadening of the college program . . . to differences in degree of difficulty (of the examinations in previous use) in different fields . . . to prevent . . . discrimination in favor of fixed academic courses"* and because *"a comprehensive test in the early part of May may avoid delays due to rerating over the summer, announcement of awards until late summer, and thus prevents many candidates from making final plans for attending college at a reasonable date. . . ."* This revision incidentally eliminates the occasional practice of repeating Regents examinations to raise a mark offered for the average under the former system.

**A BROADER CONCEPT OF TESTING.** Traditional tests are not ends in themselves. There are other curriculum or subject objectives than mere knowledge or skill. Such tests with the conventional numerical or literal ratings are merely tools to aid in guiding

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the growth of pupils. Emphasis is shifting from mere pupil *achievement* as such to more comprehensive pupil *development*. A failure concept is being replaced by one of continuous progress at a rate that is commensurate with the rate and level of maturation of the learner. Products of learning may often be described in terms of multiple aspects of conduct and behavior changes in the broad sense. Tests, along with information from other sources, are devices to throw light on growth. The pattern of achievement becomes important, not merely the arithmetical average carried to 2 or 3 decimal places.

Any device which provides valid evidence regarding pupil progress toward accepted educational objectives becomes suitable for guiding growth and development. Improvement in testing will depend on the identification and clear formulation of a comprehensive range of major objectives, in terms of pupil behavior broadly conceived, and on the critical selection and application, in addition, of valid, reliable and practical appraisal instruments. The accuracy of evaluation data depends on the existence of valid standards, some of which are now agreed upon; for others, because of varying degrees of intangibility, objective tests may be lacking.

Evaluation is a new concept allied with testing, but is far more comprehensive. It refers not only to the degree, but to the direction of progress. It is likewise related to instruction, grading, grouping, promotion, reports to parents, records and notations, administration, supervision, research, guidance, learning, measurement, objectives, school practices, curriculum and extra-curriculum. It refers to values in addition to mere measurement—qualitative as well as quantitative. It is continuous with guidance. This is the reason that the importance accorded test scores must be weighed in the light of other data from the individual inventory. The meaning of a test score may not be the same for one pupil as for another because of the differences in pertinent inventory data. Evaluation includes the process of integrating, synthesizing and interpreting the various ratings and indexes of behavior changes or growth into an inclusive and correlated portrait or description of the individual against a background of his educational experiences.

This recent development in education is traceable to greater recognition of such objectives as the development of effective methods of critical thinking—a complex of a number of component abilities,



including the nature of proof and an ability to interpret data; cultivation of useful work habits and study skills; inculcation of social attitudes—the ability to practice and understand desirable social relationships; acquisition of a wide range of significant interests including the discovery of desirable individual aptitudes; development of increased appreciation of aesthetic experiences, including creativeness; personal-social adjustment; acquisition of important functional, basic, common and integrating information, knowledge and skills; and the development of sound physical and mental health. Some of these outcomes are not now measured or evaluated in any way.

In addition to those for academic aptitude, achievement, attitudes and personality, evaluation instruments now include "*rating scales, questionnaires, interviews, controlled observation techniques, anecdotal records, stenographic records, photographs, sound recordings, inventories, check lists, etc.*"

Such a broad concept of testing and evaluation presents many difficulties. Historic failure to relate measurement to outcomes has been undoubtedly due to the inherent difficulty in developing appropriate testing or evaluating techniques. For some outcomes evaluation must continue to consist merely of descriptions rather than objective measurement. Yet there are increasingly successful attempts to measure what has been considered intangible in educational practice. Evaluation procedures are thus both formal and informal, and objective and subjective.

Many of the so-called instruments of evaluation are of recent origin and must be used with discretion and judgment. At the present time instruments dealing with self-reports are of doubtful value. Some of the new items of evaluation present special difficulties. Personality is not easy to define; there is no definite agreement as to what is to be included. Trait manifestations may vary with specific situations. Anecdotal records (by parents and pupils as well as by teachers) may furnish a means of evaluating progress toward some of the less tangible objectives. Anecdotes become of significance as reactions when supplemented by descriptions of the settings. Anecdotal records reveal patterns of behavior. Rating scales tend to be informal and lack complete acceptance at this time. Interviews and pupil diaries provide subjective clues at best.

There is the professional problem of developing understanding on the part of the staff of this broadened concept in all its implications;

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of training in the use and construction of such records as tools for individual guidance and instruction. The necessary time must be provided as well as the clerical personnel.

There are precedents to warn of dangers in ill-planned attempts to rush far-reaching changes. Tests, marks, and limited measurement of progress are old in educational practice. Rapid or sudden change is rarely advisable or necessary. A practical view of evaluation must take into account the whole system of education, class organization, types of schools, teachers' licenses, subject curricula, etc. Evaluation must be regarded as part of the whole, not an independent, integral function as such. It required years for the gradual introduction of objective tests, which in themselves are but modifications of tests in general. There must be clearly understood reasons for change, and along with this, readiness, willingness and ability to accept change. No instruments in education are infallible when applied to individual personalities. The objects to be measured will continue to be largely intangible.

To be entirely satisfactory, a needed system of records must be reasonably simple; continuous and complete; cumulative and comprehensive; economical, labor-saving and mechanical where possible; objective to achieve accuracy; centralized for availability; purposeful, flexible to permit discretionary use beyond an irreducible and functional minimum; and provide automatic checking where needed. Here are to be recorded all the results of school progress and achievement, and all the information provided by the measuring instruments both old and new.

Emphasis must be on the proper use of these records for constructive and comprehensive, pupil-centered purposes; for guidance and understanding; for a complete picture of the pupil; to offer materials for intelligent home and school cooperation and to reveal when the pupil is ready for new experiences, especially at points of transition from high school to college or from school to work. Opportunity should be afforded to pupils to participate in the appraisal of their own growth and progress. When teachers interpret the results of evaluation to pupils the emphasis should be on individual growth, understanding and behavior rather than on comparative standings of pupils in relation to each other. With such a broadened conception, graduation should mean far more than the completion of certain subject sequences.



# The Antiquarian's Corner

## LAUGH AND LEARN

In the February 1946 issue of *High Points*, Mr. Henry Owen introduced a matter which has not received sufficient attention from commentators on educational procedure. I refer to that part of his article, "A Slight Dissertation on Lesson Plans," in which Mr. Owen, listing some items that had proved very helpful in the preparation of his lessons, wrote: "Bits of humor, which have stood the test of classroom use, are included."

Enormous possibilities for educators and publishers are contained in that quotation. If a majority of the million-odd teachers in this country follow Mr. Owen's plan, they will require material. The "dissertation" in Mr. Owen's title reminds me of Charles Lamb's judgment of a schoolmaster's jests which he called "thin." "They do not tell out of school," Lamb declared. Before I go into the methods by which cream can be added to take away the thinness of the jests, I wish to caution Mr. Owen on the basis of antiquarian research.

There have always been teachers in fact and fiction who repeated, term after term, year after year, jokes which had stood the test of classroom use. Teacher and joke became part of the school tradition and generations of pupils, forewarned by their predecessors, knew at which moment the joke was going to descend upon them. They were like the pupils in the well-known couplet from Oliver Goldsmith's *The Deserted Village*.

Full well they laugh'd with counterfeited glee,  
At all his jokes, for many a joke had he.

The catch in the couplet is contained in the word "counterfeited." A passage in *The Prodigious Hickey*, Owen Johnson's story of school life at Lawrenceville Prep,\* shows how well the pupils learn to counterfeit their glee at an expected, time-tested professorial wheeze.

The Gutter Pup, an older pupil, is telling a newcomer, Lovely, how to get along with the stern teacher of Latin, known as "The Roman."

\* *The Prodigious Hickey*, by Owen Johnson, (New York: Baker and Taylor, 1910).

## THE ANTIQUARIAN'S CORNER

"Now the Roman, you know, when he makes a joke, you always want to laugh as though you were going to die."

"Does he make many jokes?" asked Lovely.

"Cracky, yes. Then there's one very important one he makes around Thanksgiving that everyone watches for. I'll put you on, but you must be very careful."

"What? The same joke every year?" said Lovely.

"Regular, it's about Volturcius in Caesar—the 'c' is soft, you know, but you have to pronounce it—Vol—turk—ious."

"Why so?"

"So the Roman can say, 'No-o, no-o, not even the near approach of Thanksgiving will justify such a pronunciation,' See? That's the cue to laugh until the tears wet the page. It's most important."

\* \* \* \* \*

And then of course there's always Mr. Chips as an example of a teacher whose jokes became legendary. Here's the one that he told again and again during more than forty years of teaching.\*

Whenever his Roman history forms came to deal with the *Lex Canuleia*, the law that permitted patricians to marry plebeians, Chips used to add: "So that, you see, if Miss Plebs wanted Mr. Patrician to marry her, and he said he couldn't, she probably replied: "Oh yes, you can, you liar!" (Roars of laughter.)

\* \* \* \* \*

To take an experience from real life, I remember a teacher of French who was called The Egg because of his favorite mnemonic device. At that, he was not a bad egg and the joke must have fixed the pronunciation of the French word for "egg" in the minds of thousands of boys. It seems that inspiration had once hit this teacher when he tried to get the pupils to pronounce the word correctly. He turned the explanation into a conundrum: "Why do French people eat only one egg for breakfast?" The boys to whom this was first propounded did not know that even in the days of plenty few Frenchmen ever had any eggs for breakfast. However, when the boys gave up, this teacher would smilingly say, "Because one egg is enough." After the first listeners had unscrambled this, there must have been a cackle. Later generations knew the story

\* *Good-Bye, Mr. Chips*, by James Hilton (Boston: Little, Brown, and Company, 1944 edition).



was coming whenever *oeuf* appeared in the text, but we were all good counterfeiters of cacchination.

\* \* \* \* \*

In another article I shall pursue the investigation of the possibilities opened up by Mr. Owen, to which I referred at the beginning of this piece. In the meantime, readers might submit a joke-exchange of their own time-tested favorites. In the April 1946 issue of *High Points* Mr. Frank Barmack asked for "Cooperative Cumulation" in the teaching of English. Let's have some of it in the accumulation of bits of humor which have been tested in the classroom. In what better place can they be piled up than in the Antiquarian's Corner?

MORRIS ROSENBLUM

Samuel J. Tilden High School

### HELPING THE VETERAN TO ADJUST HIMSELF

The veteran who returns to high school comes with many problems, his own and those he presents to the school. Haaren High School attempts to help him to solve his physical, mental, emotional, and social problems both inside and outside of school.

Whenever a veteran shows that he needs medical attention, he is referred to the school doctor. If he needs continued medical care, he is advised to go to a Veterans' Facility.

**GUIDANCE.** When a veteran returns to school, his past scholastic records and achievements are carefully scrutinized by the dean and by a group adviser. He is given a program that will meet his individual interests, needs, and capacities. He is invited to consult the dean concerning any of his problems. Whenever the veteran shows that he needs individual instruction, the dean arranges for it with the chairman of the department and with the individual teacher concerned. A good student in the subject usually volunteers to tutor the "vet," who is thankful for the help. For further guidance, the veterans were given their own official class known as the "7V-8V." The "V" stands for veteran and for the victory he helped to bring to his country. To help us keep a friendly eye over the veteran we give him an individual clothing locker in the dean's office. Thus, if the veteran needs immediate advice or guidance, he can see the dean as he goes to his clothing locker. He need not wait for appointments or leave a classroom to do so.

### VETERAN ADJUSTMENT

**LETTER.** The following letter of welcome by the principal, Mr. Arthur Franzen, is given to each returning veteran:

HAAREN HIGH SCHOOL

899—10th Avenue

New York 19, N. Y.

To Veterans of the Armed Forces:

With the desire to make your stay at Haaren as pleasant and as profitable as possible and to relieve some of the tedium of school life, these suggestions are offered to veterans enrolled at Haaren.

You are not required to eat in the students' cafeteria. You may obtain a lunch pass from the Dean, room 111, which will permit you to leave the building for lunch. Since you are not permitted to smoke in the building, going outside for lunch provides an opportunity.

During any study period, you are free to leave the study hall upon showing your program card to the teacher in charge, if you wish to consult one of your teachers or a chairman of any department concerning your class work. A word of warning: you are not to use this privilege to wander around the building.

If you find it necessary to be absent, please cooperate by telephoning Dr. Mantell, Columbus 5-5049, who will notify your official class teacher, etc.

We want you to feel free to ask advice or assistance at any time. The following persons may be of service to you. Call on them when necessary:

Mr. Dewing, Dean, room 111.

Your group adviser (office-105) if you need some advice about the subjects you are carrying.

If you need additional class help in a particular subject, consult your class teacher or the chairman of the department.

Dr. Klein, room 101, will advise you concerning colleges, and technical schools, as to requirements, courses offered, etc.

Very truly yours,

ARTHUR FRANZEN

Principal

**ASSISTANCE FROM VETERANS.** The school makes use of the training and experience that the veteran has received. The dean organized the "Haaren Veterans Club." All veterans are made members. Each one is given an identification card signed by the dean and a button on which are the emblem of the discharged veteran and the words "Haaren Veterans Club." The school colors are used.

The veterans' club elected officers who conduct the meetings held every Wednesday morning during the school's assembly period. This gives the men a chance to know each other and to help each other. A representative of the Veterans' Administration was invited to



talk to the club at one of their meetings and he answered all their questions pertaining to the G.I. Bill of Rights. In addition, he helped them to fill in their forms for subsistence. The club planned and gave a dinner-dance at the Castleholm Restaurant on Thanksgiving Eve, November 27, 1946.

The dean and the vocational guidance counsellor have helped those who needed positions to get them after school hours.

The veterans' training was used to good advantage when they helped to organize the school's service squads with the aid of the Student Council. The veterans are in charge of all service squads. They also helped plan and organize the Student Court to which are referred cases of "cutting" and other offenses against the school.

Some of the veterans come to school in their own automobiles, and on many an occasion a truant was brought back to school by two veterans who would go to the truant's home in a "vet's" car during their free time.

There is excellent rapport between the "vets" and the other students. They help one another to solve their difficulties.

The veterans have suggested that they continue the "Haaren Veterans' Club" even after they have been graduated from the school and that they hold a reunion dinner-dance at least once each year.

Haaren High School has been able to hold its veterans by this varied program that meets their interests and needs.

HERMAN P. MANTELL

Haaren High School

## PARENTS' NIGHT

The evening is over. The last reluctant parent has departed after the hearty handshake that has officially concluded our interview. Before closing the windows and snapping off the lights (custodian's fervent plea), I take another look at my classroom. How strange it seems to see it at night—the seats deserted—the windows revealing the impressive line of skyscrapers that my students gaze on so fondly during the day (and such a help in teaching the results of the Industrial Revolution). I rush to make the last elevator down from my 5th floor abode, but alas, I am too late. That last bit of advice to C.'s parents has exacted a forfeit. However, I am not too sorry. My mind is active and overstimulated by

## PARENTS' NIGHT

the human panorama of the last hour and a half—and as I walk slowly down the flights, I review the events of the evening—

My first parent is an involuntary visitor. Poor Mrs. R. I had sent her a "special card of invitation." What is one more visit to her? She has come to school so often she must feel like a member of the faculty. Yes, it's the old trouble—her handsome little truant son, William. Mrs. R. tells me all the facts. She has heard them so often from other teachers. With eager face, she pleads for special attention and extra guidance for her boy. "I know how busy you teachers are—I know the hundreds you handle daily—but please." Of course, I promise, and we decide to exchange postcards on William's progress.

The next visitors are two couples, all old friends they tell me, whose daughters are inseparable companions, too. It's a pleasure and relief to greet them. Their daughters are lovely, bright children. Only, I think Helen is definitely superior to Anne. How can I tactfully convey the happy message to Helen's parents with Anne's family hanging on every word?

Mrs. T.'s interview with me has a tinge of the musical and humorous. Her boy George had been a fairly good first term, until he had learned of the school's class in Instrumental Music. Then, the tuba had entered his life—and presto, exit an interest in mere academics. I subtly suggested to Mrs. T. that the prescribed curriculum and the tuba might prove an indigestible diet for George. But—Mrs. T. came of a musical family, said she—her George had to have a form of musical self-expression—and to make a sad story short, I felt vanquished by the incalculable power of George's devotion to his Muse.

A delegation marches in now—Bob has brought his mother, his grandmother, and younger sister. (The step-father works nights, or else he would have come). We go through the preliminaries, and I discover a sad medical history for this boy. It helps to explain a listlessness of manner and weakness of voice that have puzzled me. They depart in a body, and I am frankly overjoyed to be relieved of little Sister's avidly curious scrutiny.

The next visitors are a boy I have just seen the Guidance Bureau about, and a friend of the family who accompanies him. I was really very eager to see the child's mother or dad—but, the mother works at night; the father has been separated from the family since



the boy was two years old. Norman is a fine, handsome lad, but obviously blocked emotionally. His lips are tight and rigid, symptoms of severe restraint. In class, his thoughts wander from the lesson, from me, from the school. He reads voraciously, and has good taste in adventure fiction. I urge the boy to join a club or settlement house, and to be friendly with the gregarious youngsters in his classes. He agrees diffidently. We also "strike a bargain" about book reports and homework. Norman's friend promises to cooperate in the check-up.

A proud mother, Mrs. S, now greets me, and besides commenting on my resemblance to an art teacher she has just seen, has nothing to request except a copy of her girl's mid-term. Her youngster had written a glowing composition on *My Mother*. I promise to look for the paper after I have seen all "my parents."

I now hear, in quiet, reserved tones, "This is my Dad." I am happy to greet Mr. L., the father of my very capable student, Philip. Mr. L. speaks sincerely and well, and I get an unforgettable picture of the problems of the Nisei, not only in the West, but also here in New York. As an accountant, Mr. L. has lived in California and in Arizona, but here in New York City, he tells me, he has suffered great hardship and humiliation in securing employment, and has finally made a connection with a restaurant. Frankly, I haven't the heart to inquire too pointedly about the type of work. He is pleased, of course, at my good report of his son. Also, he promises to lend me a book he owns about the Nisei.

Dora's mother is the next visitor. I listen enraptured to this dark, vivacious woman—the quintessence of Viennese culture and charm—who, in her broken but expressive English, paints for me a portrait of refugee life I shall never forget. I see Dora and her happy family in Vienna; I see Hitler's ominous, hateful machinations; I see helpless human beings, uprooted, in flight; a family hiding for years in a sheltering monastery; a father cruelly treated in a concentration camp; the intervention of philanthropic organizations in the United States; the family's trip to Oswego; their months of adjustment at the refugee camp there; finally, "journey's end" in a tenement on the East Side. How wonderful that Mrs. F. can say, "But I never lost my faith, my hope." How amazing that Dora is a happy-faced, wide-eyed little girl, apparently unscarred.

## PATTERNS IN ADULT LEARNING

She is indeed more fortunate than many of my other refugee children with their adult reserve and sad eyes.

And so the procession continues—mothers, dads, aunts, uncles, grandparents, friends—each for a brief, magic moment providing a human background for a child in a seat—the flesh and blood representation of a Delaney card.

I have finally reached the lobby, and waiting there for me is Mrs. S. (the proud momma), to whom I hand her daughter's mid-term composition.

As I push open the door to the damp night air, I feel a mingling of thoughts and emotions within me—

I think of the 250 boys and girls that I handle daily, and I consider what a pitiable proportion of parents I have just met. Indeed, we only "scratch the surface" on this one night of every term.

On the other hand, the evening has been a very rewarding one in so many ways. I have met parents and friends of 15 of my children. I have been given a deeper understanding of several boys and girls who I am sure will be definitely helped by these interviews. I have been privileged to meet some very interesting people. I am happy that I can be of social usefulness, even if I just let a few worried parents talk their hearts out.

As I walk towards my bus, I forget for a few minutes the tiredness, and the drudgery, and the burdens of my teaching job. The tremendous human element of it all intrigues me with its marvelous possibilities. I feel a lift—a spiritual surge—and strangely, I look forward with a new eagerness to the morrow.

SARAH L. STRAUS

Seward Park High School

## PATTERNS IN ADULT LEARNING

The returning veteran has seen science and invention disturb our ways of thinking and acting as individuals and as members of a cultural group. He, along with other adults, has learned that political shiftings, changed interests and new demands have created situations that make adjustments almost a life and death matter. But most adults are willing to make the effort because they realize that one must keep pace to succeed in an environment of frequent modifications.



**ADULTS AS STUDENTS.** As a result of research and experiment, society is slowly rejecting the old idea that education should be restricted to a prolonged period of infancy. As a matter of fact, at a time when stress is laid on directions for social change and efforts are made to prevent social disintegration, we are in the midst of one of our greatest experiments in mass adult education. At a time when the nation is confronted with many fateful issues—the extent of governmental control of industry, the type of economy that will meet present and future needs, the rising wave of intolerance and racial discrimination, the education of all in the tenets of democracy and our struggle for a world of peace and cooperation—we must be concerned with the social attitudes, habits and learning patterns of adults. Our concern must be with something more than teaching methods, subject matter and examinations. We should know and do something about the tendencies that determine adult reactions.

**PRINCIPLES.** What are some of the guideposts for teachers of adults? Thorndike's conclusions about adult learning and adult interests, and later studies have set forth a few principles regarding adult learning that are worthy of mention.

1. **THE VARIABILITY OF THE APPLICANTS FOR ANY CLASS (ADULTS) IS LIKELY TO BE WIDER THAN AT ANY POINT OF ADMISSION, PROMOTION, OR CLASSIFICATION OF THE YOUNG.** Since this condition seems to hold true for any unselected group of adults, it is most important that the administration organize a system for admission and classification in each adult center that will be more detailed and more searching than is customarily used. Obviously, best teaching results cannot be obtained if general standards for guidance are lacking.
2. **ADULT EDUCATION IS NOT HANDICAPPED BECAUSE OF THE AGE OF THE STUDENTS.** Likewise, it is subject to the same learning problems that exist in classes for adolescents—adaptation to individual differences, stimulation of interest, economical arrangement of elements of learning and the organization of subject matter so that one element leads to the next. Teachers should not assume that the voluntary nature of adult education minimizes the necessity for the stimulation of interests. Many adults cultivate ulterior interests such as promotion, social advantage, or the self-satisfaction gained under helpful guidance.
3. **ADULTS CAN AND DO LEARN.** Thorndike states: "In general, nobody under forty-five should restrain himself from trying to learn anything because of a belief or fear that he is too old to be able to learn it."

## PATTERNS IN ADULT LEARNING

*Nor should he use that fear as an excuse for not learning anything which he ought to learn. If he fails in learning, inability due directly to age will very rarely, if ever, be the reason." (Adult Learning, p. 177.)*

This implies that adults at thirty-five or forty may learn new ideas as well as they could at fourteen or fifteen. In fact, maturity makes it easier to gain specific knowledge and cultural appreciation. Manual skills may or may not be acquired so easily depending upon the coordination and flexibility within the nervous system. It may take a little longer to learn some skills, but the point is that adults can learn.

4. **IN A LARGE MEASURE, ADULT LEARNING IS CONDITIONED BY THE PRACTICAL MOTIVE.** Adults are more critical and they are not always willing to study or work "just because the teacher has made an assignment." There must be something in the work that touches the real. Since this type of learning is voluntary in nature, adults learn what they feel will be useful to them. Again, this does not mean that uninteresting materials cannot be successfully learned by these individuals. Thorndike, in *Adult Interests*, page 52, has this to say: "The notion that the mind will not learn what is alien to its fundamental vital purposes is attractive and plausible but definitely false." These experimental results indicate that the influence of intrinsic interests upon the learning curve is much the same for both child and adult. Adults can learn things that appear to them to be uninteresting and nonessential if the material is presented with proper motivation. On the other hand, ways should be found to speed up the learning program so that too much valuable time is not lost because of "assignments that must be covered."
5. **ADJUSTMENT TO CHANGE OR PRODUCTION OF CHANGE ARE STRONG MOTIVES IN ADULT LEARNING.** While the child will read and study about cultural heritages that are static in nature, the adult is affected more by changes in the business or industrial world outside himself. He is not so much interested in preserving the "status quo." He is generally eager to make an effort to improve himself. He wants to be able to meet new responsibilities. He is desirous of maintaining social values and he will do things that will increase his self-esteem.
6. **IN GENERAL, THE BRIGHTER THE ADULT, THE FASTER HE LEARNS.** This is true for children also. The rate and manner of learning likewise depend on the general intelligence and the special capacities of the individual in question. Age alone is not a safe guide or basis on which to section adults for rapid or slow progress in school. Teachers of adults should bear in mind that the problem of individual differences in these classes is similar to the problem with children. For adults who wish to specialize, use should be made of standardized diagnostic and intelligence tests.
7. **EXPERIMENTAL EVIDENCE SEEMS TO INDICATE THAT BETTER RESULTS ARE OBTAINED WHEN ADULTS HAVE MORE TIME THAN IS CUSTOMARY IN WHICH TO LEARN SPECIFIC SUBJECT MATTER OR SKILLS.** While the adult is faced with the



tendency toward general decline in learning capacity, he is still alert and able to make use of knowledge and skill gained through wide and varied experiences.

While adolescents may spend thousands of hours in learning some knowledge or skill, the adult will try to speed up the learning process in half the time often with poor results. This speed and ambition to "get through with the work" may cause strains that handicap real learning. It is now generally recognized that speed of itself has no special merit to acclaim it. Teachers should explain why slow learning is no effective barrier to steady progress. Sufficient time should be allotted for the completion of required work. On the other hand, adults are expected to outstrip children in learning the same things in ways that make use of greater powers of reasoning, observation and abstraction.

8. THE ADULT TENDS TO SOLVE NEW PROBLEMS IN TERMS OF EXPERIENCES WITH SIMILAR PROBLEMS JUST AS ADOLESCENTS DO. One of the difficulties arises because adults have learned so much that must be unlearned before real progress can be made. Attitudes, skills and knowledge that have been overlearned may create challenges for both teacher and student. While the experienced may like to present new approaches to learning, he will, as a rule, respect thoroughly competent instructors. While the adult respects the authority of a master, he objects to being treated as if he were a child. Probably our whole plan for adult education should be overhauled to fit in with the mental habit patterns of the adult.

We should build a program on the foundations of what adults already know and are willing to do to reach accepted standards if we expect to improve the activities of this group. Teachers of adults cannot succeed in their task unless ways are discovered to adjust instruction to individual differences, to recognize maturity and to capitalize on special abilities.

EXPANSION. During this period of uncertainty, it is a most hopeful sign to learn that so many adults are seeking outlets for their talents, abilities and desires. A comprehensive system of adult education is a practical and economical way of helping in the reconstruction of society and for the preservation of that which is best in our democracy. By providing opportunities for adults to learn those things that can be learned and which it is for the good of all to learn, the school system is making a productive investment for the future welfare of the nation. This great experiment in adult education is not likely to fail if a constructive guidance program is administered by capable personnel, if the educational courses meet the needs, if the level of instruction is commensurate with individual ability, and if the whole program is evaluated and judged by adult standards. In the vocational school in particular, the veteran is given

## GERMAN REALIA

every opportunity to reconstruct his experiences in order that he may continue to be a productive citizen who will live better because he has gained confidence in his ability to do a better job for himself and the community.

FRANK H. PAINE

Metropolitan Vocational High School

### CURRENTLY AVAILABLE GERMAN REALIA

The following list of realia was compiled in order to ascertain exactly what materials of this nature are available at the present time in the United States for use in German-language instruction. As a starting point for the compilation of the list the most important previous lists of comparatively recent date have been carefully exploited, as follows:

1. *Auxiliary Syllabus in Modern Foreign Languages*, N. Y. C. Board of Education, N. Y., 1937, pp. 108-119.
2. *Modern Foreign Languages and Their Teaching*, Cole-Tharp, D. Appleton-Century Co., N. Y., 1937, pp. 586-619.
3. *The Teaching of German*, P. Hagboldt, D. C. Heath & Co., Boston, 1940, pp. 188-216.
4. *Modern Language Teaching*, C. H. Handschin, World Book Co., Yonkers-on-Hudson, N. Y., 1940, pp. 255-266.
5. *Modern Languages for Modern Schools*, McGraw-Hill Book Co., N. Y., 1942, pp. 490-503.
6. *Teaching a Modern Language*, Gullette-Keating-Viens, F. S. Crofts & Co., N. Y., 1942, pp. 89-136.

The availability of each item selected was determined by mail inquiry extending over the period April-August, 1946. Only those items are listed regarding which positive answers were received during the period of inquiry. The material is alphabetically arranged under subject categories to which several suggestive cross-references have been added. The source is briefly indicated for each item, but in order to save space and prevent duplication of addresses, a complete list of sources and addresses is appended.

(For addresses, see end of list)

### ARCHITECTURE (See also FILMS)

*Die Schönsten Bauwerke Deutschlands*, Stephen Daye Press, N. Y., n.d., \$4.50. 81 photographs of buildings, monuments, churches, castles, etc. Frederick Ungar Publishing Co.

German Architecture. Prints, 3 x 3½ to 10 x 12 inches, sepia, black and white, and color. From one cent each and up. Minimum order, 60 of the one-cent series or 30 of the two-cent series. Send 15 cents in stamps for



ART (reproductions)

- Color Miniatures of Famous Paintings. Selections from Dürer, Hoecker, Hofmann, Holbein, Plockhorst, Schreyer, Thoma, Zimmermann, etc. One cent each. Minimum order, 50 cents plus postage. Send for free catalog. Art Education, Inc.
- Color Post Cards and Reproductions. Sizes up to 8 x 10 inches. Prices range from 5 to 50 cents. Boecklin, Cranach, Holbein, Schreyer, Thoma. Send for free catalog. Metropolitan Museum of Art.
- Dürer: *Virgin and Child*. Large color reproduction, 17 x 13 inches, \$12.00. Another Dürer reproduction entitled "Praying Hands," 10½ x 7½ inches, \$2.00. Paul A. Struck.
- Fine Art Portfolios. Each contains 11 reproductions suitable for framing, 12 x 16 inches, \$4.50 per set. Introductions and critical commentary. Hans Holbein, Kaethe Kollwitz, George Kolbe, Ernst Barlach, Wilhelm Lehmbruck. Frederick Ungar Publishing Co. or Schoenhof's Foreign Books, Inc.
- German Painting. Black and white prints, 5½ x 8 inches, two cents each. Minimum order, 25 cents. Special prices for sets. Soest, Wohlgemuth, Schöngauer, Holbein, Dürer, Cranach, Grünewald, etc. Send for free catalog. The University Prints.
- German Sculpture. Black and white prints, 5½ x 8 inches, two cents each. Minimum order, 25 cents. Special prices for sets. Veit Stoaz, Adam Kraft, Tilman Riemenschneider, Peter Vischer, etc. Send for free catalog. The University Prints.
- Holbein: *Portrait of Moretta*. Color reproduction, 19½ x 16 inches, \$12.00. Paul A. Struck.
- Kaethe Kollwitz: *Ten Lithographs*, N. Y., 1941, \$6.00. Portfolio with ten plates. Mary S. Rosenberg.
- Lending Collections. Black and white, and color prints, pictures and paintings. Many items on German art, textiles, etc. Write for catalog entitled, "The Lending Collections." Metropolitan Museum of Art.
- Pictures. Suitable for cultural scrapbooks, classroom decorations, etc. German art, architecture, famous musicians, etc. Sepia, black and white, and color, 3 x 3½ to 10 x 12 inches. One cent each and up. Minimum order, 30 of the two-cent series or 60 of the one-cent series. Send 15 cents in stamps for catalog of 1600 miniature illustrations and sample pictures. The Perry Pictures Co.
- Reproductions. Color prints, post cards, etc., some framed. Various prices. Send for "Catalog of Reproductions." The Art Institute of Chicago.
- Seeman Prints. Completely illustrated catalog of German masterpieces, \$5.00. Limited stock of these imported prints still on hand but many subjects missing. Rudolf Lesch Fine Arts.

BOOK DEALERS

- A. Bruderhausen, 48 S. High St., Mount Vernon, N. Y.  
 Adler's Foreign Books, 114 Fourth Ave., N. Y. 3, N. Y.  
 Friedrich Krause, 851 West 177 St., N. Y. 33, N. Y.

ART (books)

- catalog of 1600 miniature illustrations and samples. The Perry Pictures Co.
- German Architecture: Medieval and Renaissance. Black and white prints, 5½ x 8 inches. Famous historical examples of churches, guild halls, castles, etc. Two cents each. Minimum order 25 cents. Send for free catalog. The University Prints.
- Modern Architecture: Germany. Black and white prints, 5½ x 8 inches. Two cents each. Minimum order, 25 cents. Send for free catalog. The University Prints.
- Berlin: *Kaiser Friedrich Museum*, by G. Geffroy, Paris, n.d., \$4.50. One of the "Les Musées d'Europe" series. Text presumably in French. 57 plates and 101 illustrations. Educational discount to libraries. H. Bittner & Co.
- Louis Corinth, by Robert Bertrand, Paris, 1940, \$1.50. Munich School. 60 reproductions. Text presumably in French. Paul A. Struck.
- Deutsche Bauerntrachten, Berlin, 1934, \$5.50. 72 collotype plates. H. Bittner & Co.
- Deutsche Kupferstiche aus dem XV. Jahrhundert, Berlin, n.d., \$2.00. H. Bittner & Co.
- Albrecht Dürer, by E. Panofsky, 2 vols., 1945, \$20.00. 325 collotype plates. Paul A. Struck.
- German Art From the 15th to the 20th Centuries, Carl Schurz Memorial Foundation, Philadelphia, 1936, \$3.00. Exhibition of German paintings, watercolors and drawings, sponsored by the Oberländer Trust, The Carl Schurz Memorial Foundation and U. S. museums. 7 plates in full color, 120 plates in black and white. Paul A. Struck or Mary S. Rosenberg.
- Geschichte der Kunst, by Richard Hamann. Photo-Reprint, 1945, \$10.00. 1110 illustrations and 12 plates. Schoenhof's Foreign Books, Inc. or Friedrich Krause.
- George Grosz Drawings. \$12.00. 52 plates. H. Bittner & Co. or Mary S. Rosenberg.
- George Grosz: 30 Drawings and Watercolors, N. Y., 1944, \$5.50. 30 plates. Introduction by Walter Mehring. Mary S. Rosenberg.
- Der Holzschnitt, by M. J. Friedländer, Berlin, n.d., \$3.00. 93 reproductions and 2 plates in color. H. Bittner & Co.
- Klassiker der Kunst. A series of books and monographs on individual artists. Boecklin, Cranach, Dürer, Feuerbach, Holbein, Liebermann, Grosz, Marées, Schwind, Veit Stosz, etc. Educational discount to libraries. Send for free catalog No. 27 (1945-46). H. Bittner & Co.
- Max Liebermann, by M. Friedländer, Berlin, n.d., \$5.00. 104 illustrations and 8 plates. Mary S. Rosenberg.
- Der Zeichner Hans von Marées, by J. Meier-Graefe, Munich, 1925, \$15.00. 32 collotype plates. Mary S. Rosenberg.
- Skizzenbuch Alt-Münchener Meister, by F. Wolter, Munich, 1924, \$10.00. 52 collotype plates. Kaulbach, Schwind, Cornelius, Marées, Boecklin, etc. Educational discount to libraries. H. Bittner & Co.



G. E. Stechert & Co., 31 East 10 St., N. Y. 3, N. Y.  
 Helen Gottschalk Bookstore, 1672 Second Ave., N. Y. 28, N. Y.  
 Mary S. Rosenberg, 100 West 72 St., N. Y. 23, N. Y.  
 Oscar Neuer's Bookstore, 1614 Second Ave., N. Y. 28, N. Y.  
 Peter Thomas Fisher, 507 Fifth Ave., N. Y. 17, N. Y.  
 Schoenhof's Foreign Books, Inc., Harvard Square, Cambridge 38, Mass.

**CALENDARS (See DISPLAY MATERIAL)**

**CHARTS (See DISPLAY MATERIAL)**

**CLUB PROGRAMS**

*A Guide for German Clubs*, by J. A. Hess. 30 cents, payable in advance.  
 G. E. Stechert or Prof. John A. Hess, Ohio University, Athens, Ohio.

**COSTUMES (See "Deutsche Bauerntrachten" under ART)**

**DISPLAY MATERIAL (See also ART, ARCHITECTURE, MAPS, PICTURES)**

Colored Swiss Calendars: 1946. 1. *Alpine Flowers*, \$2.25. 2. *Face of Switzerland*, \$2.50. 3. *Alpine Landscape*, \$3.25. Friedrich Krause.  
 Heath Modern Language Wall Charts. For vocabulary learning via pictures. 14 charts, \$4.00. Reduced facsimiles and word list, 23 pp., 16 cents. D. C. Heath & Co.  
*Monatskalender auf das Jahr 1946*. 20 x 28 cm., \$1.25. Frederick Ungar Publishing Co.  
 National Geographic Magazine. Set of 10 back numbers \$1.00. The following deal with German subjects, illustrated: June 1930, May 1931, Dec. 1931, March 1932, Feb. 1935, June 1936, Feb. 1937, July 1938, Nov. 1939, April 1941. National Geographic Society, School Service Division.  
 Schnitzelbank Chart. Free on request. Mader's Restaurant, 1041 North 3rd St., Milwaukee 3, Wisconsin.

**FILMS (Features)**

*Concert in Tyrol*. German language feature. 16mm sound. 105 minutes. Rental \$17.50. International Film Bureau, Inc.  
*Emil und die Detektive*. Based on the Kästner novel. 16mm sound. 77 minutes. Rental \$25.00. International Film Bureau, Inc.  
*The Eternal Mask*. German language feature set in Vienna. A psychological fantasy. 16mm sound. Rental \$25.00. Brandon Films, Inc.  
*Der Hauptmann von Koenigstein*. Film version of Carl Zuckmayer's comic satire on Prussianism. 16mm sound. 85 minutes. Rental \$16.00. Brandon Films, Inc.  
*Kameradschaft*. Famous Pabst film dealing with a mine disaster on the Franco-German border. Stresses international cooperation. 16mm sound. 85 minutes. Rental \$35.00. Brandon Films, Inc.  
*Kuhle Wampe*. Realistic study of Berlin working class. Score by Hanns Eisler. 16mm sound. 75 minutes. Rental \$20.00. Brandon Films, Inc.  
*Mein Leopol*. Romantic comedy-drama in a modern setting. 16mm sound. 94 minutes. Rental \$25.00. Brandon Films, Inc.  
*Das Mädel von der Reeperbahn*. Melodrama. Useful as background material

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on Hamburg. 16mm sound. 87 minutes. Rental \$20.00. Brandon Films, Inc.  
*The Making of a King*. Historical film based on the life of Frederick the Great. 16mm sound. 10 reels. Rental \$15.00. Ideal Pictures Corp.  
*The Merry Wives of Vienna*. Viennese film operetta. Music by Robert Stolz. 16mm sound. 82 minutes. Rental \$25.00. Brandon Films, Inc.  
*Mozart*. Musical version of his life. Many excerpts from his operas, recorded by Sir Thomas Beecham and the London Philharmonic. 16mm sound. 74 minutes. Rental \$20.00. Brandon Films, Inc.  
*Orphan Boy of Vienna (Singende Jugend)*. Music by Vienna choir boys. 85 minutes. 16mm sound. Rental \$17.50. International Film Bureau, Inc.  
*Shadows from the Past*. Austrian melodrama set in Vienna. A psychological film. 16mm sound. 82 minutes. Rental \$25.00. Brandon Films, Inc.  
*William Tell*. Swiss-made film produced under the supervision of the National Museum of Switzerland. 16mm sound. 65 minutes. Rental \$12.00. Brandon Films, Inc. (Also U. of Wis. Bureau of Vis. Instr., Rental \$8.75.)

**FILMS (musical shorts)**

*Blue Danube Waltz*. Played by a philharmonic orchestra. 16mm sound. Rental \$2.00. Films, Inc.  
 Film Concerts. Orchestras and artist soloists. Subjects: Schubert, Weber, Bach, Liszt, Mozart, Strauss. 16mm sound. One reel each. Rental \$1.50 per reel. Institutional Cinema Service, Inc.  
 Music Master Series. Same as above. Ideal Pictures Corp.  
*Rosamunde*. Schubert's overture presented by a symphony orchestra. 16mm sound. 10 minutes. Rental \$1.50. Brandon Films, Inc.  
 Schubert's *Unfinished Symphony*. Played by a philharmonic orchestra. 16mm sound. Rental \$2.00. Films, Inc.  
 Symphony Orchestra. Music appreciation featuring *Ride of the Valkyries* and *Prelude, Act III, Lohengrin*. 16mm sound. 10 minutes. Rental \$1.00. U. of Wis. Bur. of Vis. Instr.  
*Tannhäuser*. Selections from Wagner's opera played by a symphony orchestra with fifty-voice chorus accompaniment. 16mm sound. Rental \$2.00. Films, Inc.

**FILMS (Austria)**

*Alpine Garden*. Folksongs, dances, fauna and flora in Austrian Alps. 16mm sound (English). 14 minutes. Rental \$2.00. U. of Wis. Bur. of Vis. Instr.  
*Austria and the Alps*. A Burton Holmes travelogue. Glimpses of Vienna, down the Danube, picturesque Salzburg, the Zugspitze. 16mm silent (English captions). 18 minutes. Rental 75 cents. U. of Wis. Bur. of Vis. Instr.  
*Beautiful Tyrol*. A travelogue. 16mm sound (English). 13 minutes. Rental \$1.25. U. of Wis. Bur. of Vis. Instr.  
*Day in Vienna*: Rambling in Vienna. Two subjects, one reel each. 16mm sound. Rental \$1.50. Ideal Pictures Corp.



*Picturesque Salzburg.* A Burton Holmes travelogue. 16mm silent (English captions). 11 minutes. Rental 75 cents. U. of Wis. Bur. of Vis. Instr.  
*Salzburg Festival.* 16mm sound. 1 reel. Rental \$1.50. Ideal Pictures Corp.  
*Tyrolese Costumes and Customs: Beautiful Tyrol.* Two subjects, one reel each. 16mm sound. Rental \$1.50. Ideal Pictures Corp.  
*Village Symphony.* Austrian Alpine village, occupations and dances. 16mm sound (English). 9 minutes. Rental \$1.00. U. of Wis. Bur. of Vis. Instr.  
*Winter in Austria.* Skiing and other winter sports in the Alps. 16mm sound (English). 11 minutes. Rental \$1.00. U. of Wis. Bur. of Vis. Instr.

#### FILMS (Germany)

*Alps of Saxony.* Picturesque journey up the Elbe. 16mm silent, one reel. Write for rental. Bell & Howell Co.  
*Berlin.* Principal streets, transportation system, Brandenburg Gate, Zoological Gardens, Victory Column, Reichstag, Museum, University of Berlin, modern housing, airport, etc. 15 minutes. Rental 75 cents. Study guides available at 15 cents each. U. of Wis. Bur. of Vis. Instr.  
*Bremen, Key to the Seven Seas.* Traces development of the seaport. 16mm sound (English). One reel. Write for rental. Bell & Howell Co.  
*Germany.* Scenes of Alps, Dresden, Garmish, Weimar. 16mm sound (English). 10 minutes. Rental \$1.50. Brandon Films, Inc.  
*Germany: Industry.* Shipbuilding, aviation, manufacturing, canals, industrial exposition, boys in State Labor Service. 16mm silent (English captions). 16 minutes. Study guides, 15 cents each. U. of Wis. Bur. of Vis. Instr.  
*Germany: Rural Life.* Farms, harvesting, village markets, girls in State Labor Service. 16mm silent (English captions). 16 minutes. Rental 75 cents. U. of Wis. Bur. of Vis. Instr.  
*In Goethe's Footsteps.* Region associated with Goethe's life. 16mm sound (English). One reel. Write for rental. Bell & Howell Co.  
*In Old Hessen.* Hessian types, costumes and peasant dances. 16mm silent. Two reels. Rental \$1.00. American Museum of Natural History.  
*Land of the Wends.* Following the River Spree through Lusatia, ancient customs. 16mm sound (English). One reel. Write for rental. Bell & Howell Co.  
*Master Drink of Rothenburg.* The medieval city and castle, festival play depicting scenes from the Thirty Years War. 16mm sound (English). One reel. Write for rental. Bell & Howell Co.  
*Olympics, 1936.* Parade of athletes, field, swimming and rowing events. 16mm silent. 16 minutes. Rental 75 cents. U. of Wis. Bur. of Vis. Instr.  
*Rhineland Memories.* Pre-war scenes of the Rhineland area. 16mm sound. One reel. Rental \$2.50. Visual Art Films.  
*Spreevald Folks.* Pre-war scenes of peasant life along the River Spree. 16mm sound. One reel. Rental \$2.50. Visual Art Films.  
*The Saar.* Saarbruecken, industrial and mining scenes. 16mm sound. 10 minutes. Rental \$1.50. Brandon Films.  
*Trip Through Germany.* 16mm sound. One reel. Rental \$1.50. Ideal Pictures Corp.

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*Valleys of the Rhine.* Scenic views, towns, vineyards, farms. 16mm sound (English). 22 minutes. Rental \$2.50. U. of Wis. Bur. of Vis. Instr. (Also International Film Bureau, Rental \$3.00.)

#### FILMS (Switzerland)

*Alpine Village.* Life in a typical Swiss village in winter and summer. 16mm sound. 22 minutes. Rental \$2.50. U. of Wis. Bur. of Vis. Instr. (Also International Film Bureau, rental \$3.00.)  
*Bauerstand mit Künstlerhand.* Swiss home industries, textiles, wood-carving, lace-making, etc. 16mm sound. 22 minutes. Rental \$1.25. U. of Wis. Bur. of Vis. Instr.  
*Beautiful Switzerland.* Alps, Lake Lucerne, Geneva, Lausanne, Interlaken. 16mm sound (English). Rental \$1.25. U. of Wis. Bur. of Vis. Instr.  
*Castles in Switzerland.* 16mm sound (English). Two reels. Rental \$3.00. International Film Bureau.  
*Children of Switzerland.* Pastoral lives of a Swiss boy and girl, village life, outdoor scenes of the Alps. 16mm sound (English). 11 minutes. Rental \$1.25. Study guides, 15 cents each. U. of Wis. Bur. of Vis. Instr.  
*Men of the Alps.* Life of Swiss mountaineers, dairying, mountain climbing, skiing and skating, tourist trade, farm life. 16mm sound (English). 10 minutes. Rental \$1.25. U. of Wis. Bur. of Vis. Instr. (Also International Film Bureau, rental \$1.50.)  
*Switzerland.* Alpine scenery. 16mm sound (English). 9 minutes. Rental \$1.00. U. of Wis. Bur. of Vis. Instr.

#### FILMS (miscellaneous)

*Expansion of Germany.* Economic treatment; from 1870 to 1914. 16mm sound (English). 10 minutes. Rental \$1.25. U. of Wis. Bur. of Vis. Instr.  
*Geopolitik.* A propaganda short on Haushofer, Hitler and geopolitics. 16mm sound (English). 22 minutes. Rental \$2.50. Includes pupil study sheet. U. of Wis. Bur. of Vis. Instr.  
*Germany under Hitler.* Buildings, dining and dancing, parades and demonstrations, labor camps, military drill. "A film of decided social importance." 16mm sound (English). 11 minutes. Rental \$1.25. U. of Wis. Bur. of Vis. Instr.  
*That Mothers Might Live.* Story of Dr. Semmelweiss and the conquest of puerperal fever. 16mm sound (English). 11 minutes. Rental \$1.25. U. of Wis. Bur. of Vis. Instr.  
*The Deutsches Museum in Munich.* A comparison of the Deutsches Museum and the Chicago Planetarium. 16mm sound (English). One reel. Rental \$1.50. U. of Wis. Bur. of Vis. Instr.  
*The Story That Couldn't be Printed.* Story of Peter Zenger and the freedom of the press. 16mm sound (English). 11 minutes. U. of Wis. Bur. of Vis. Instr.



FILMSTRIPS (See SLIDES AND FILMSTRIPS)  
FOLK DANCES (See MUSIC—Instrumental Recordings)  
GAMES

*Bastelkünste und Liebhaberarbeiten*, Pfeiffer. \$2.00. Frederick Ungar Publishing Co.  
*Deutsche Volksrätsel*. \$1.00. Frederick Ungar Publishing Co.  
*Frag mich was! Frage—und Antwortspiel*, Rundt. \$1.25. Frederick Ungar Publishing Co.  
*Learn A Lingo: German*. Picture and word game on cards. \$1.00. Roger Stephens Publishing Co.  
*Rätselraten Durch Alle Rätselarten*. \$1.25. Frederick Ungar Publishing Co.

## MAPS

*Germany and Its Approaches* (as of Sept. 1, 1939). Ten color wall map, 33½ x 26½ inches. Paper, 50 cents. Linen, \$1.00. Index, 25 cents. National Geographic Society.  
*Language Map of Europe and the Near East*. 66 x 46 inches. Hand mounted on cloth. From \$6.75 to \$10.25 depending on additional mechanical features. Send for catalog. Rand McNally Co.  
*Map of Germany*. Wall map on cloth with sticks on top and bottom. 24 x 36 inches. \$4.50. Paper, \$1.00. C. S. Hammond & Co., Inc.  
*Maps of Germany*. (1) Map J38g: *Germany*. 44 x 58 inches. Paper, \$4.50. (2) Map H10: *Germany at the Time of the Reformation (1547)*. 44 x 32 inches. Paper, \$1.35. (3) Map H20: *Growth of Prussia and Modern Germany (1740-1930)*. 44 x 32 inches. Paper, \$1.35. Write for List G26. Denoyer-Geppert Co.  
*Outline Maps for School Use*. Map No. 4507: *Middle Europe*. 8 x 10½ inches. Single copies, one cent; 70 cents per 100; \$6.00 per 1000. Minimum order 25 cents. Will make up maps previously listed if ordered in sufficient quantity. Write for information. McKnight & McKnight.  
*Student's Map of Germany*. Paper, black and white, 10 x 11 inches. Two cents each in quantities of 10. The Thrift Press.  
*The University Series*. Desk study maps. 8½ x 11. 10 cents each. 50 per cent discount for 100 or more. Complete set of 13, \$1.00. Subjects: (1) *World Languages*. (2) *World Density of Population*. (3) *World Religions*. (4) *World Occupations*. (5) *Climates of the World*, etc., etc. Write for catalog. C. S. Hammond & Co.  
*Wall Map of Germany*. Paper, black and white, 28 x 22 inches. Top and bottom metal strips with rings for hanging. Dotted line indicates former boundaries of Germany. 25 cents. The Thrift Press.

## MISCELLANEOUS AIDS

*German Verb Wheel*, Cuthbertson. 40 cents. D. C. Heath & Co.  
*German Word Cards*. 1364 words on small cards with translations on rear. Boxed. \$2.35. Schoenhof's Foreign Books, Inc.  
*Language Reading Report Blanks*, Bond. 40 cents. D. C. Heath & Co.

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## MUSIC (History, musicians, etc.) (See also SONG BOOKS)

*Geschichte der Musik*, Einstein. \$1.00. Frederick Ungar Publishing Co.  
*Beethoven*, Wiegler. \$1.25. Frederick Ungar Publishing Co.  
*Librettos of the Wagner Operas*. English and German parallel texts and music of the principal airs. Synopsis of each opera. \$2.00. Postage free if remittance accompanies order. Crown Publishers.  
*Musikeranekdoten*, Hollerop. \$1.25. Frederick Ungar Publishing Co.  
*Sieben Geschichten vom Göttlichen Mozart*, Schurig. \$1.00. Frederick Ungar Publishing Co.

## MUSIC (LIEDER collections)

Brahms, Johannes: (1) *Eighteen Songs*. 60 cents. (2) *Fifty Selected Songs*. 3 vols. \$1.75. G. Schirmer, Inc. (3) *Forty Songs*. Oliver Ditson Series. \$2.50. Theodore Presser Co.  
Franz, Robert: (1) *Eighteen Songs*. 3 vols. 60 cents each. G. Schirmer, Inc. (2) *Fifty Songs*. Oliver Ditson Series. \$2.50. Theodore Presser Co.  
*Gems of German Song*. \$1.25. Theodore Presser Co.  
Liszt, Franz: (1) *Twelve Songs*. 2 vols. 75 cents each. G. Schirmer, Inc. (2) *Thirty Songs*. \$2.50. Theodore Presser Co.  
Loewe, Carl: *Twelve Songs and Ballads*. 2 vols. 60 cents each. G. Schirmer, Inc.  
Mendelssohn, Felix: *Complete Collection of Songs*. \$1.75. G. Schirmer, Inc.  
Schubert, Franz: (1) *First Vocal Album*. Four parts in one volume: *Die Schöne Müllerin*, *Winterreise*, *Schwanengesang*, *Beliebte Lieder*. \$3.00. G. Schirmer, Inc. (2) *Fifty Songs*. \$2.50. Theodore Presser Co.  
Schumann, Robert: (1) *Eighteen Songs*. 3 vols. 50 cents each. G. Schirmer, Inc. (2) *Fifty Songs*. \$2.50. Theodore Presser Co.  
Strauss, Richard: *Forty Songs*. \$2.50. Theodore Presser Co.  
Wolf, Hugo: *Fifty Songs*. \$2.50. Theodore Presser Co.

## MUSIC (Instrumental recordings)

*Austrian Peasant Dances*. Clogdance (*Schuhplattler*); The Stomper (*G'Strampfer*). Rec. Cat. No. 4489. 75 cents. RCA Victor.  
*German Folk Dances*. *Broom Dance*; *Brummel Schottische*; *Come Let Us be Joyful*. Rec. Cat. No. 20448. 50 cents. RCA Victor.  
*Dances From Austria*. The Seven Leaps (*Die Sieben Sprünge*); Hogdance (*Sautanz*); Two-Step (*Zwoaschritt*). Rec. Cat. No. 4490. 75 cents. RCA Victor.  
*Der Tannenbaum*; *Stille Nacht*. Rec. Cat. No. 1748. 75 cents. RCA Victor.  
*Educational German Records*. Rec. Cat. Nos. 20432; 20448; 21620. 50 cents each. RCA Victor.  
*Strauss Waltzes*. Album Cat. No. P-14. \$2.00. RCA Victor.  
*A Wagner Concert*. Fritz Reiner and the Pittsburgh Symphony. Prelude, *Meistersinger*; Forest Murmurs, *Siegfried*; Preludes, Act I, Act III, *Lohengrin*; Ride of the Valkyries. Set M-549. \$4.50. Columbia Recording Corp.



**MUSIC (Vocal recordings)**

- Beethoven: Song Cycle. *An die ferne Geliebte*. Rec. Cat. Nos. 12246; 12247. \$1.00 each. RCA Victor.
- Brahms: *Song Album*. Marion Anderson and the U. of P. Glee Club. Album Cat. No. M-555. \$3.25. RCA Victor.
- Brahms: *Song Society Album*. Kipnis and others. Vols. I & II. \$6.50 per album. Album Cat. No. M-522. RCA Victor.
- Early German Lieder. Ernst Wolff. Set X-168. \$2.00. Columbia Recording Corp.
- Lieder. Sung by Lotte Lehmann. (1) Schumann, *Dichterliebe*. Set M-486. \$4.00. (2) Schumann, *Frauenliebe und Leben*. Set M-539. \$3.50. (3) Schubert, *Winterreise*. Set M-466. \$3.50; Set M-587. \$2.75. (4) Brahms. Set M-453. \$4.00. Columbia Recording Corp.
- Scenes From Wagner Operas. Melchior, Flagstad. Arias from *Tristan und Isolde*, *Lohengrin*, *Tannhäuser*, *Siegfried*, *Der Fliegende Holländer*. Album DM-979. \$5.50. RCA Victor.
- Schubert, *Winterreise*. 11 songs. Lotte Lehmann. Album Cat. No. M-692. \$4.00. RCA Victor.
- Schumann, *Dichterliebe*. Album Cat. No. M-386. \$3.50. RCA Victor.
- Schumann Duets. Melchior and Lehmann. Album M-560. \$2.00. RCA Victor.
- Schumann, *Frauenliebe und Leben*. Helen Traubel. Album Cat. No. M-354. \$3.75. RCA Victor.
- Selected Songs by Liszt. Ernst Wolff. Set X-148. \$2.50. Columbia Recording Corp.
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Brooklyn Technical High School

### TRENDS IN SCHOOL FILM USE\*

The teacher, to achieve highest efficiency in the classroom, makes use of whatever material can best put the point across to the students. The educational motion picture is gaining in recognition

\* The author, Dr. Goodman, is well-known for his courses on film utilization at The City College Institute of Film Techniques and has recently been appointed Supervisor, Audio-Visual Center, The City College.

### TRENDS IN SCHOOL FILM USE

every day as a form of instructional material. Its emergence at this time is due to the impetus of wartime film use for training, persuasion, and information. The very recent decision of large textbook publishers to engage actively in the production of instructional films represents the most significant change in school materials and methods since printed texts came into vogue about five hundred years ago.

To carry the analogy between films and books a bit further, one might say that the classroom film has definitely passed the hornbook stage of development. But despite the increasing number and improvement of films for education, the overwhelming demand for motion picture projectors and classroom facilities, and the growing acceptance of the film medium as a learning tool by most pupils, many teachers and some parents, advancement in efficient film utilization procedures has not been rapid. A large factor impeding progress has been the fact that budgetary appropriations for "audio-visual aids" has not kept pace with the results and conclusions of experimental research studies indicating the role of motion pictures in the school curriculum. An example of this lag can be found in New York City where only \$50,000 out of a total school budget of more than \$160,000,000 was spent last year on "visual instruction."<sup>1</sup> This represents 7 cents per pupil in comparison to the \$1.17 per pupil spent by St. Louis for this purpose. Other large school systems spend from five to fifteen times as much on their audio-visual program (per pupil) as does the Board of Education here. The brighter side of this picture is that recommendations for a more adequate program requiring the total expenditure of \$7,000,000 during the next year have been presented.<sup>2</sup>

Neither growing awareness of film potentialities nor the expenditure of large sums on equipment and materials will achieve effective film utilization without proper teacher-training in the use of this tool. One state, Pennsylvania, acknowledges the teacher's need to know how to employ visual aids by requiring that each teacher complete a course in audio-visual instruction before a state teaching license is granted. Certainly the demands upon students preparing

<sup>1</sup> Rita Hochneimer (assistant director of the Bureau of Visual Instruction, Board of Education), "Vast Expansion of Audio-Visual Education Urged in New York," *Film & Radio Guide*, November, 1946.

<sup>2</sup> *Ibid.*



for the teaching profession in terms of subject-matter requirements and "education" courses are already heavy. And certainly the pressure of time upon those already engaged in teaching has become increasingly great with the burden of additional duties. But—can our schools afford long to ignore the cost in learning that may result from the lack or misuse of films and allied materials as aids to instruction?

We know from careful studies produced over the past twenty-five years that the proper use of films can result in thirty to fifty percent more learning. But what is "proper use?" Obviously this involves more than knowing the simple mechanics of operating a motion picture projector. There are several types of educational films and various techniques can be used with each type. For example, using a motion picture to teach a skill requires a much different procedure from that employed to launch a discussion on a social problem. And what about the integration of the film with other sorts of materials and activities? These are a few of the considerations that make for effective film utilization in the classroom.

In the years ahead, the teacher can look forward to getting more help in preparing lessons in which films are used. Much of the preliminary work of selecting and securing an appropriate film at the time desired and of setting up equipment for the showing will be an administrative responsibility. It has been the experience of most schools using films that, by designating one person to take charge of the audio-visual program for the school, to coordinate the use of equipment, facilities and materials and to assist the teacher in correlating instructional aids to courses of study, a better job can be done. Materials of instruction, including motion pictures, on frequent demand by teachers in a school, should be kept in an audio-visual library at the school. Those films used less often should be available from a larger central source in the school system. The film library then becomes a storehouse of pictorial knowledge and a tremendously useful educational resource.

LOUIS S. GOODMAN

College of the City of New York

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## The English Teacher and the Slow Pupil

A. H. LASS, Fort Hamilton High School

FRANK A. SMERLING, Julia Richman High School

The key to the effective handling of the slow pupil is seeing what his problems are and where they originate, and fashioning procedures and materials to suit his particular needs and abilities. We do not have to pamper the slow pupil. Nor need we treat him with condescension or ill-concealed despair. All he asks for is our understanding, affection, and skill. This is no more than we willingly lavish on his more fortunate fellows.

Above all, we must guard against allowing the slow pupil to feel that we regard him as slow or inferior. This does not mean that we ought to foster in the slow pupil any illusions about his achievements. But we can and should approach him as a human being and treat him like one. His deviations from the normal are matters of concern to us and to him. It is our job to give hope and competence to these pupils who so often are discouraged and denied even the simple amenities and skills. Let us take them for what they are, with all their limitations, and lead them to a happier and richer existence. For many of these pupils, their association with us will be their last contact with someone who has tried to understand them. The world into which they will emerge will be a much harder master. Let us provide them within these brief years that they spend with us, the opportunities to attain their fullest development so that they may face their tasks with the knowledge that both we and they have done all that could be done.

### METHODOLOGY

The general methodology here suggested is based on a view of the essential nature of the slow pupil. Without some conception of the general make-up of the student for whom this methodology is intended, the procedure is meaningless. A composite picture of the intellectual and emotional patterns presented by the slow student is given. Many of the following techniques, it will be noted, apply with equal force to the handling of the normal student in other subject classes as well. Likewise, many of the traits set down here are not unique in the slow student. But taken as a whole, this composite picture is characteristic of slow students.

The following suggestions drawn from various sources are aimed to provide simple, realistic, and practical procedures for the hand-



ling of the slow pupil. All of these have been tried and tested in actual classroom experience. Naturally, not all of them are applicable at any particular moment in every slow class.

### Student Traits

1. Generally low I. Q. Lacking in verbal and linguistic intelligence.

2. Reading ability almost always poor. Literary tastes undeveloped.

3. Lack of desire to excel scholastically or intellectually.

### Methodology

1. a. Appeal must be made to the experience of the student. Little dependence can be placed on apperceptive mass as a basis for learning. The curriculum must link very closely with the out-of-school experiences of the student. Hence, it is necessary to discover these interests before proceeding.

b. The pace of the recitation must be much slower than with normal students.

c. The teacher should speak more slowly to these students than to the normal or superior types.

d. Use multiple activity within single units of work.

e. 40 minute period should be divided into two or three different types of activities.

2. a. Give definite training in reading skills of various kinds.

b. Encourage copious reading of material within the range of student ability, or a bit beyond.

c. Develop the reading skills in other subjects.

d. No reading should be required in any subject in texts calling for normal or higher reading ability.

3. a. Appeal mainly to desire for immediate significant living. School to these students is a finishing process, not a fitting process. For most of them, high school, even an early grade

### SLOW PUPIL

#### Student Traits

4. Slow and incoherent thought processes. Impulsive in action; poor self control. Guided by slogans, catchwords, and common prejudices.

#### Methodology

in high school, is the end of their formal education. Each recitation must be made to function maximally in their lives.

b. Stress experience values in literature. Place relatively little emphasis on literary forms or values.

c. School work must be made to appeal concretely and positively through the validity of the school work chosen. The curriculum must be seen by the student as a means whereby he can realize himself most effectively every day, in every recitation.

d. Fact mastery is of little significance. Attitudes and generalized habits are more important.

4. a. In recitations and assignments, stress coherence, full transitions. Break up thought sequence into smaller steps than normal.

b. The tendency in these groups to give concert answers presents a disciplinary problem. It shows attention and readiness to participate, and grows out of the undisciplined character of the students. This tendency must be dealt with very early without crushing the undirected enthusiasm which produces it. The cue here is freedom within discipline. A device that works well in securing proper discipline with these students is the group construction of the class constitution which all students sign, and to which they pledge obedience.

c. Replace catchwords, etc. with ma-



**Student Traits****Methodology**

ture standards and rational insights. These students love to hear the teacher talk. This trait may be used for the inculcation of correct attitudes and for substituting more rational values for the ones they now possess.

d. Employ emotional impulses by providing desirable channels for self-expression.

5. Lacking in self-reliance and initiative. Highly imitative. Desire to be led.

5. a. Place less emphasis on individual project, more on group project.

b. Utilize whatever initiative is present by getting the weaker students to imitate the stronger and brighter ones.

c. The teacher must be more active and specific in his procedures than with normal or superior students. Give them a good part of the work and enable them to perform the rest with some degree of success.

6. Slow in grasping abstraction; responsive to concrete and dramatic presentation.

6. a. Individual case rather than abstract statement should be the point of departure in class discussion.

b. Use dramatization of ethical dilemmas of live interest.

c. Read poetry of marked rhythms—ballads, humorous poetry, etc.

d. Fiction should be of stirring and romantic quality, dealing with obvious conflicts on a physical plane. Vivid sensory and emotional appeal through narrative and descriptive poetry.

e. Enrich the vocabulary by use and study of vivid words.

f. Teach through multiple sense appeal.

**Student Traits****Methodology**

g. Judiciously employ radio, movie and tabloid techniques in presentation of subject matter and motivation of assignments.

h. Written work should be an essential part of classroom routine with these students. It serves to insure a higher degree of student activity, and gives greater concreteness to the recitation. Wherever possible, summaries, comments, etc., should be made in writing as well as orally.

7. Anti-school and anti-teacher attitude.

7. a. Don't stigmatize the student.

b. Don't lecture or scold.

c. Make school a joyous experience through the type of material presented and through teacher attitude toward the students.

d. Give student a feeling of conquest in the subject. Make him feel that he is progressing significantly every day.

e. Be generous with praise and approval.

f. Link up the work with the vocational and avocational interests of the students.

g. Expect industry of the student. Take it for granted. Show surprise when it is not present.

h. Be sympathetic and cheerful.

i. Learn to ignore minor disciplinary infractions. Do not fear that others will emulate them.

j. Give approval in writing, constant marking for achievement; minimize failures; see the whole picture.



**Student Traits**

8. Orally inarticulate. Refusal to participate in recitations the result of dammed-up energies and inferiority complexes.

9. Lacking in desirable work and study habits. Limited capacity for concentrated activity.

**Methodology**

8. a. Emphasize oral English in all phases of the English program.

b. Recognize all who wish to talk. Let no volunteer down. Volunteering itself is commendable.

c. Make the students want to talk, and then give them the utmost encouragement. Have significant drill in corrective speech since these students have a great desire to cultivate social graces.

d. Be patient; results come slowly here. It takes time to break down this sort of self-consciousness. Do not force; cajole.

9. a. Give intensive and conscious training in the performance of school tasks.

b. Concentrate more on the "how" than on the "what."

c. Keep pace of recitation slow in the beginning, to insure thoroughness.

d. Break up complex or continuous units into small steps.

e. Homework should be limited but fully motivated. The assignments should be well within the grasp of every student in the class.

f. Make use of classroom routine to teach students orderliness and industry.

g. Generate a workmanlike attitude in the class by your own attitude towards the work at hand.

h. Insist on thorough preparation; have it carried on in class if necessary.

**SLOW PUPIL****TEACHING PRINCIPLES**

In addition to the above, successful teachers of these students have discovered certain broad principles that make for effective teaching.

1. Progress will depend upon adaptation of both subject-matter and procedure to meet the needs of the group and of the individual.

2. These classes respond to teaching which includes the use of visual aids and concrete material: pictures, charts, notebooks, bulletin boards, posters, illustrations, models, maps, and graphs.

3. Certain teaching procedures have been found to be very successful: the use of short units of work with definite attainable goals; constant and varied reviews; much blackboard work; the use of graphs for the recording of progress; adjustment of the amount and difficulty of the subject matter to the ability of the group.

4. These students enjoy various methods of expression: drawing, modeling, building, dramatization, and singing.

5. Slow students need much help in study techniques: skimming, outlining, finding the central idea, library work, use of reference books, etc.

6. Home assignments should be short, interesting, definite, and useful.

7. Standards of work should be high but within the limitations of the class, so as to develop such character traits as industry, accuracy, respect for workmanship, neatness, responsibility, concentration. Do not, however, demand high reading or other language ability in other subjects at the same time that the English teacher is working to eliminate deficiencies.

8. Work in the basic skills of reading, writing, and speaking must be undertaken with variety, interest, good material suitable to the group. Avoid too much drill; let pupils engage in the exercise itself so that the communicational function is fulfilled.

**PROVISION FOR INDIVIDUAL DIFFERENCES**

Provision for individual differences may be made by means of classroom organization, by assignments, and by materials. Grouping of students may be based on the findings of standardized tests, the discovered interests or tastes of a part of the class, or on a common motive for working together. Groups in all instances must



be kept flexible in order that changes within the group may be made as the pupils' needs change. Assignments should provide for individual differences. An assignment for the class may be accompanied by one more comprehensive in scope for students of greater ability. Material assigned from a number of different books that are similar in content provides for a variety of needs and interests. A few copies each of a number of different books will satisfy individual interests and tastes more satisfactorily than whole sets of a few books. A newspaper and periodical table will supplement the work materials of the classroom and provide for many individual needs.



#### SCHOOL WORDS

**MATRICULATE:** It would make a pretty story if one could prove that this word originated from the fact that the matriculant is received under the protection of his Alma Mater, or "nourishing mother," especially since "to matriculate" once meant to adopt a child. It's true that "matriculate" and "Alma Mater" are ultimately derived from the Latin *mater* but there is no other etymological or historical connection. "Alma Mater" is an American-Latin college phrase first used in writing in 1696 to denote a college. "Matriculate," which now generally means to enroll or register formally in a college or university, was used much earlier in England and meant to enroll in any type of organization. It included enlistment in the army. It is derived from the Late Latin *matricula*, "a public register or list." This in turn is the diminutive of *matrix*, "a mold in which something is cast or shaped." The *Oxford English Dictionary* says that the development of meaning from *matrix* to *matricula* is not clear. A possible explanation is that the *matricula* could have served as a "master list" from which copies were made. The change in gender does not offer difficulties since nowadays both "master record" and "matrix" are the originals from which copies are made. As a sidelight there is the curious entanglement of genders in the expression "mother ship" which refers to a man-of-war used as a tender for smaller vessels.

M. R.

## What Students Think at Midwood High School

ARTHUR BECKER, Midwood High School

"There will be one world for all of us or no world for any of us." This quotation, first used by James Byrnes in the fall of 1945, attempted to place before the American people the important task of the people to win their fight for a peaceful world. Although President Roosevelt and Wendell Willkie had used all their energies to mold public opinion toward a united peaceful world, the words of James Byrnes seemed to have impressed a more receptive public. This was due to full knowledge by the public of the disastrous effects of the atomic bomb on the cities of Nagasaki and Hiroshima and the potential catastrophe which faced the world. The people now faced the reality that they had better learn to live together in a friendly cooperative world if they were to live at all. Physical scientists had given the world this terrible weapon that had threatened to make the earth barren. Social scientists and social science teachers therefore face a tremendous challenge. They have to rearrange the world from a prejudiced, nationalistic, uncooperative one, to a world of order, world citizenship, and friendliness to others, no matter what the race, color or creed. Social scientists must use all their efforts to catch up with physical science in order to neutralize the effects of the atomic bomb, and the hatreds and prejudices which may lead to the use of the bomb.

**SURVEY OF ATTITUDES.** With this in mind Edward Lesser, George Dobren, Arthur Becker and Chairman Jacob L. Bernstein decided to survey a cross-section of student opinion at Midwood High School to determine the attitudes of students toward world problems. We had to know what attitudes these students had toward world problems, so that we might be guided as to the desirable objectives of the teaching of social studies of particular significance to our students, school and community. Approximately 500 students took the survey test. We have 4,000 students at Midwood. The test was given to two civics classes; three European history classes, first term; three European history classes, second term; three American history classes, first term; three American history classes, second term; and three American history classes, third term. At Midwood, economics is interrelated with American history second and third



terms. We gave the test to one honors class, one normal class, and one modified curriculum group in every term of history; thus five honors classes, five normal classes and five classes who studied the modified curriculum took the survey, plus the two civics classes, making seventeen classes in all.

The survey included 50 questions. These questions were selected from *The Changing Government* by Steinberg and Lamm, the *Thirteenth Year Book* of the National Council of Social Studies, and questions phrased by George Dobren. Students were not asked to sign the questionnaire. The test was to be free from any teacher or student pressure. Identities were not revealed in any way. Each question was to be answered *True, doubtful, or false*.

These are the questions with their results:

Question	T	D	Result F	%T	%D	%F
1. People who preach hatred against Catholic, Negro or other minority elements among our citizens are attempting to divide and weaken us.....	393	43	36	80	11	9
2. The right way to prevent war is to keep our army and navy at home where they belong and wait until an enemy tries to attack us.....	45	64	380	9	13	78
3. America owes much of its greatness to the fact that during most of its history it allowed the oppressed and the ambitious to come here for freedom and opportunity.....	404	56	40	80	11	9
4. Most Jews are Communists.....	40	63	383	9	12	79
5. American entrance into this war was caused not so much by the Japanese attack on Pearl Harbor as by President Roosevelt's meddling foreign policy.....	43	63	383	9	12	79
6. Wherever possible, it is best to buy American goods even if it can be obtained more cheaply from other countries.....	75	110	278	20	27	53
7. Hitler saved Germany from going Communist.....	78	107	297	16	22	62
8. Hitler was right when he said that Jews cause all wars and that W. W. II was basically a fight between a Judeo-capitalistic conspiracy and desire of Germans for living space.....	26	84	422	6	15	79
9. Refugees should be permitted to compete for jobs with other people on even terms.....	323	56	64	72	13	15
10. As a result of W. W. II communism may spread over Europe; United States should keep troops in Europe to make sure it doesn't.....	103	74	259	23	18	59

## STUDENT OPINION

Question	T	D	Result F	%T	%D	%F
11. We would be better off if we had a good strong dictator to run our government efficiently.....	17	26	390	4	6	90
12. Negroes should not be allowed to go to the same schools, theatres, and restaurants that white people use.....	29	27	378	6	6	88
13. Soviet Russia is America's greatest enemy today.....	65	75	310	14	16	70
14. Hitler would have been a great man if he hadn't persecuted the Jews and invaded neighboring countries.....	78	117	237	19	27	54
15. Most labor unions are rackets and therefore should be abolished.....	31	39	345	8	9	83
16. Anyone who thinks a law is bad and tries to get it changed is a communist.....	20	33	386	4	6	90
17. The Germans are more moral and more industrious than the French.....	82	107	254	19	24	57
18. The United States should break off diplomatic relations with any country whose political institutions constitute a menace to democracy.....	167	91	177	39	22	39
19. An employer has the right to deal with his workers as he sees best.....	89	63	287	20	15	65
20. England can't be trusted.....	66	82	183	18	27	55
21. All the islands won by the shedding of American blood must remain in our possession.....	137	73	234	30	17	53
22. An end should be put to further inventions because machinery displaces labor.....	35	26	387	8	6	86
23. Women's place is in the kitchen. Their participation in industry should be curbed and their jobs filled by unemployed men.....	127	61	240	29	15	56
24. All a man needs in order to be a financial success are intelligence and willingness to work.....	163	93	180	38	22	40
25. Compulsory military training should be adopted because it develops many qualities.....	181	70	166	43	17	40
26. Peace can only be secured if the U.S.A. maintains the biggest navy and air force in the world.....	70	76	296	16	16	68
27. The atom bomb secret must be guarded zealously by our government, as no other nation except ourselves can be trusted to use it wisely.....	88	84	286	19	13	68



Question	T	D	Result			
			F	%T	%D	%F
28. Every public gathering should be required by law to display prominently an American flag. Then we can know how loyal to American institutions are the speakers at that meeting	66	57	300	13	12	75
29. Politics is not a career for an honest and intelligent person	51	45	365	11	9	80
30. Radical agitators should be fined, imprisoned or both	66	92	255	16	22	62
31. United States might saved the world from Japanese and German plans for world conquest	93	123	158	20	38	42
32. Student self-government breeds disrespect for authority	35	30	356	8	8	84
33. You cannot do anything about selfishness and intolerance because human nature cannot be changed	52	57	322	12	13	75
34. My country, right or wrong	89	52	285	20	13	67
35. All immigration into the U. S. should be stopped for ten years	80	79	263	19	19	62
36. The government is under obligation to insure every industrious man a decent living	225	56	80	63	17	20
37. Free and universal education should be extended from nursery schools through the university	362	42	34	83	9	8
38. Controversial issues should not come up for discussion in public high schools	53	32	338	12	10	78
39. Mass meetings and mass parades are correct and effective methods of voicing grievances	121	106	190	29	26	45
40. Spain is not a member of the United Nations Organization because Soviet Russia blocked her admittance	54	99	261	13	24	63
41. There is no longer equality of opportunity in America	148	69	213	35	15	50
42. Soviet Russia should be allowed to dominate the countries on her borders so that she can protect herself against possibility of future attacks	46	66	314	11	15	74
43. The U. S. should undertake a sweeping policy of tariff reduction, and thus pave the way to better world relations	164	141	144	36	32	32

Question	T	D	Result			
			F	%T	%D	%F
44. "Left-wing" parties which advocate the overthrow of the present capitalist system do not deserve a place on the ballot at elections in the United States	50	76	306	12	17	71
45. Every move by Soviet Russia in her domestic and foreign relations during the last 25 years has been proved by events to have been the correct one	45	95	265	7	24	69
46. We should not make any huge loans to England at this time because it would help support a socialist trend in England	55	97	258	14	23	63
47. We should make sure that all Americans are well-clothed and well-fed before we ship any clothing or food to the rest of the world	135	61	217	32	16	52
48. Every American soldier, sailor, and marine should be returned to the United States by July 1, 1946	46	84	292	13	17	70
49. Huge fortunes are a menace to democracy	98	123	210	23	27	50
50. History, economics, and government deserve more time in the high school curriculum than any other subjects except English	244	71	123	56	16	28

SUMMARY. These are the conclusions drawn from the survey of student opinion.

1. It re-emphasizes the thought of social studies teachers that the building of attitudes was more important than mere teaching of the facts of history per se. At Midwood about 15% of our student body consistently show attitudes which the department considers undesirable. This is evidenced in the answers to questions 3, 4, 5, 8, 9, 15, 29, 32, 33 and 39. In other questions the percentage evidenced as to undesirable attitudes is even larger. In question 6, 47% of our students showed evidence of economic nationalism; 30% of our students were either doubtful or sure that Soviet Russia was America's greatest enemy; 46% of our boys and girls believe that Hitler would have been a great man if he hadn't persecuted the Jews. This answer was given in spite of the teachings of the evils of Naziism and Fascism. Too, 43% of our students are in doubt or believe that the Germans are more moral and industrious than the French. About 20% of our students would permit employers to deal with workers as they see fit; 15% are in doubt. Only



55% are sure England can be trusted. 30% want to keep the islands in the Pacific. Only 56% wish to see equality for women in jobs. 38% feel that only intelligence and willingness to work are the factors leading to financial success. 16% favor the United States' having the biggest army and navy in the world. 19% wish to keep the secret of the atomic bomb. 19% are in favor of the stoppage of immigration; 19% are in doubt. Only 36% believe in tariff reduction. Only 63% favor the loan to England and only 52% are willing to sacrifice their clothing and food for the people of the world.

The attitudes as evidenced by this survey must be corrected by proper teaching of the social studies so that desirable outcomes may be achieved, so that our one world will live in harmony.

2. At Midwood our social studies teachers have a progressive philosophy of education and have made conscious efforts to teach for desirable attitudes. I therefore conclude that in spite of all our teachings, the outside influences have been so great that we have managed to progress very slowly. In many cases we found that students in the last term of social studies showed only slight advancement over the civics classes and S. S. 1 classes. More courses in social studies are necessary not only for our students but their parents as well. Perhaps the all-day school is part of the answer. Radio and movie programs pointing to the learning of desirable attitudes are imperative. There is not much time left.

3. Students are more liberal in their answers when it comes to theoretical questions. For example, question 3 shows 80% believing in the accomplishments of the refugees and immigrants; yet in a direct question on immigration, question 35, 62% would allow immigrants to come to our country. In question 9, only 72% believe refugees should compete equally with Americans and in question 47, only 52% believe we ought to feed and clothe the starving people of the world.

4. The better attitudes were more evident in the honors and normal classes. The classes with the poorer attitudes were those in the modified curriculum group. These are generally the slower students. We believe that these students should continue to be placed in modified curriculum classes or "M" classes as we call them. The pupils should be few in number and skillful teachers

## STUDENT OPINION

placed with them. These students comprise a good part of the 15% who show less desirable attitudes.

5. The questions in some cases were ambiguous, or provided for two answers to the same question. However, an attempt was made in choosing these questions to select exact questions which students meet in the outside world. For example, Question 8 is ambiguous, but it is the wording that Hitler used in his propaganda sent to the rest of the world. Not enough of these were evident to cancel out the poor attitudes exhibited.

6. The test was not entirely valid. However, the evidence unearthed should greatly concern us. The test should have taken into consideration the socio-economic status of our students and the effect of their status on the individual choices. Midwood has a large wealthy middle class student body and a fairly large group of almost opposite economic position which has been harmed by the war and peacetime inflation.

7. Some error must be charged to recording of results. No claim is made that the survey was a scientifically valid experiment.

If in a community which has been progressive on most matters we find results that show such poor attitudes, what can we expect of other communities which have evidenced extreme conservative and reactionary tendencies? We as social studies teachers must take cognizance of this survey with all its defects and strive with renewed vigor in our teaching and in our community relations to build proper attitudes. The social sciences must overtake our physical science and make a reality the "one world" we are looking for, so that our children may have a chance to live.



## OLD TEXTS

The zest of learning is never out of date; the example—were there no more—burns before one as a sacred fire, forever unquenchable. In what modern editor shall I find such love and enthusiasm as glows in the annotations of the old scholars?

Even the best editions of our day have so much of the mere schoolbook; you feel so often that the man does not regard his author as literature, but simply as text. Pedant for pedant, the old is better than the new.

—George Gissing in *The Private Papers of Henry Ryecroft*.



# The State Scholarship Examinations\*

In evaluating the first 120 questions of the examination (the Social Studies part) the committee decided to consider three problems.

First is the nature of the questions given: significant, fair, picayune, or unfair? (See table under heading—*Rating*.)

Significant—for questions which in the opinion of the committee measured significant social studies items or objectives.

Fair—for questions on items that may reasonably have been covered in our courses of study; questions which the committee did not regard as unusually significant, though fair.

Picayune—for questions which, although covered by our syllabi, measured historical, geographical, or economic trivia.

Unfair—for those questions which the committee deemed to be too difficult or which were not based on material covered in our courses of study, nor which good students with wide reading habits would be likely to know.

The second category of symbols is designed to tell us whether the questions come from one of the fields below. (See table under heading—*Content*.)

American History

Modern History

Ancient History

Current Events

Medieval

Community Civics

Economics

Economic Geography (Physical or Political)

Where questions came from two allied fields, such as American History and Economics, both were indicated in the table.

Finally, the third group of symbols is designed to tell us whether the questions were essentially: (See table under heading—*Type*.)

Fact questions

Thought questions

Skill questions

\* Report of Committee on Evaluation of Social Studies on part of the May 1946 state scholarship examination. A report of a committee appointed by the Council of the Social Studies Chairmen's Association of New York City to study the Social Studies part of the May, 1946, State Scholarship Examination. Social Studies Committee on Evaluation of Questions: Alfred Nussbaum, Chairman, Harry Ball, George Dobren, Samuel Graham, John Kunit, Irwin Taylor, Alfred Wheeler.

## THE STATE SCHOLARSHIP EXAMINATIONS

Following is the analysis made by the members of the Committee.

Rating	Content	Type
Significant _____ 45	American History _____ 56	Fact Questions _____ 89
Fair _____ 45	Modern History _____ 14	Thought Questions _____ 18
Picayune _____ 9	Economics _____ 21	Skill Questions _____ 13
Unfair _____ 21	Current Events _____ 9	
	Economic Geography _____ 22	
	Ancient History _____ 2	120
	Medieval _____ 5	
	Community Civics _____ 14	
	? _____ 2	
		145

Note: (1) The same question may be based on two fields, in which case both were checked. This accounts for a total of 145.

(2) No Civics questions were included in the May, 1945, Examination.

## Conclusions and Recommendations

1. Adequate emphasis is given to the social studies. As in the 1945 examination, 120 out of the 425 items were in the fields of the social studies.
2. Too many items were unfair, calling for very fine distinctions (#53, 60, 92, 96).
3. Despite the fact that economic geography is not studied by most of those who take this examination, 22 out of 135 items called for a knowledge of economic geography.
4. Too few items (14 out of 135) were given in modern European history.
5. The questions do not get to the heart of our courses of study by failing to stress the big problems of our time; e.g., war, peace, democracy, Communism, Fascism, imperialism, monopoly, unemployment, social security, etc.
6. Out of 120 items 89 were purely factual ones. The examination does not test adequately for thought and skills.
7. Some of the questions were poorly framed in that it was very easy to eliminate all but one choice.
8. Negative and positive choice questions should be segregated to avoid confusing the candidates.
9. The Committee felt that the map was not a good one in its construction and that it should have been a map of the earth. However, the questions based on the map were good in that



they tested social studies skills and stressed the idea of one world.

10. Questions 118-120 were difficult to answer because they were not printed on the same page of the chart. However, the chart did test for significant concepts; e.g. national debt, commodity prices, national income and relations among them.
11. Too many questions were based on materials not included in our courses of study.
12. The essay question called for stiff, formal writing. The committee would be interested in knowing whether the essay was to be graded as a history or an English exercise. We recommend that two essay questions be given in the future, one to test creative ability and another to test power in the social studies.
13. Comparison with conclusions on the 1945 Examination.

	1945	1946
Significant _____	58-3/10%	37-1/2%
Fair _____	15-4/5%	37-1/2%
Picayune _____	5-9/10%	7-1/2%
Unfair _____	20%	17-1/2%
American History _____	45-1/10%	41-1/2%
Modern History _____	21-8/10%	10-2/5%
Economics _____	11-1/2%	15-6/10%
Current Events _____	4-1/5%	6-2/3%
Economic Geography _____	13-4/5%	16-3/10%
Ancient History _____	1-2/5%	1-1/2%
Medieval History _____	2-3/5%	3-7/10%
Civics _____	—	3
? _____	—	1-1/2%
Factual _____	82-1/2%	74-1/10%
Thought _____	12-1/2%	15%
Skill _____	5%	9-9/10%

### PEAKS OF CULTURE

If all men, without distinction of class, from the hour of their birth, could have equal opportunities for self-development, we might have eight times as many poets, artists, men of letters, thinkers, historians, pioneers in science, etc., as we have now. And the broader this high plateau of culture, the higher, one may hope, would be the peaks that rose from it as their base.

—Edmond G. A. Holmes in *The Spitalfields Weavers*.

## The Mentally Retarded Child in the Vocational High School

JACOB BACKAL, New York Vocational High School

Within the last decade there has been a widespread effort to offer a better type of education for the mentally retarded adolescent.

Although the younger children in the mentally retarded classes of the elementary schools are adapting themselves successfully to a specially prepared curriculum, the older children are not so fortunate. Their dissatisfaction shows itself in disciplinary infractions, truancy, and delinquency.

These slow-learning pupils are the least able to derive any benefit from a regular school curriculum and from the traditional materials of teaching. There are a great many factors to which these infractions of discipline may be attributed. A few of the most important should be discussed to realize the difficulties still to be encountered and overcome.

**BLIND ALLEY.** One of the most important is the knowledge that the pupil of the ungraded class cannot graduate. There is no promotion for him as in the regular grades. Term after term he is in the same class. Practically the same routine is followed in teaching methods. It is no wonder that the child becomes a problem after four or five years. As the work becomes harder, he begins to realize that his mental powers are limited. Realization comes more bitterly if he has a younger brother or sister who is advancing through the grades in a normal manner.

The shopwork of the mentally retarded class in the elementary school does not seek to teach the child the use of tools for further application in industry. The shops are used primarily to teach children to handle tools without danger. This aim does not meet the needs and capacities of the child who is rapidly approaching or going through the period of adolescence. The simple things constructed are far too elementary for the older child. He becomes tired and bored. If by chance the child is interested in shopwork, he longs to make articles that require a great deal of technical detail and some skill.

**POOR ADJUSTMENT.** Physically, emotionally, and socially, these children fit in with a normal group of children of their own age.



Unfortunately their handicap is a lower mental ability. They naturally resent the fact that they are taught as ten-year-olds, even though they realize, only too well, that they cannot absorb and hold the material taught to classes of a higher mental age. They want to participate in the activities of the normal school routine, to try out for the various teams that the school usually encourages. This they are unable to do because the class is a separate entity from the regular school organization.

In the heterogeneous grouping of an ungraded class we find one or two children who are definitely psychopathic or neurotic. Their behavior is often irrational. The otherwise normally mentally retarded child resents this grouping because it places him in the same category. He dislikes being in the same class with children who are so much smaller than he is and whose ideas of social behavior are less mature than his.

**HOME AND SCHOOL.** At home he is treated as a grown-up. The problems he meets in a home environment are practical and not the hypothetical problems of the classroom. His parents are not students of mental hygiene and do not handle him psychologically. They may feel hurt and puzzled that their child does not respond to situations as quickly as they think he should, but they quickly resign themselves to this state of affairs and think nothing more of it. Of course, in certain cases they are forced to realize that their child is somewhat different from the normal child, but since they can do nothing about it, they treat the matter with resignation.

The majority of mentally retarded children in the public schools come from homes of low economic status and the parents are compelled to be much more interested in making both ends meet than in solving the problems of their child. In their ignorance, they are frank in stating that the teacher bears prejudice towards the child. This condition is far beyond the comprehension of the child, and his dissatisfaction is plainly shown by the situations he creates in the classroom.

**IN THE JUNIOR HIGH SCHOOL.** In the mentally retarded classes of the junior high school many of the problems which the elementary school teacher has to meet have been overcome. Children find a greater diversity of interests in handiwork. They are able to

choose a trade more to their liking and ability. The children are grouped on approximately the same chronological age level. The trade curriculum is broader and more practical. The shops in which they are taught contain the tools essential to proper teaching. The behavior tendencies of the pupils are more fully developed. There is a greater responsibility placed on them in the type and amount of work to be done.

Still, we find that the junior high school does not fully attain the ultimate goal. There are a great many difficulties that are still to be hurdled in the true adjustment of the mentally retarded child. To many of the children, the junior high school is still an elementary school. The children are from one to two years older than the average child in the junior high school. There has been no graduation for them. They are still taught as a separate group and frequently not allowed to mingle freely with the rest of the student body. The stigma of the ungraded class is still a blot that has to be erased.

Although the junior high school is based upon an exploratory curriculum, the mentally retarded child is usually not allowed to choose the trade for which he thinks he is fitted. The element of danger is always present when machinery is involved. The mentally retarded child is not given the opportunity to see how far he can progress because it is felt that he may injure himself seriously.

The children are kept for the most part in an atmosphere of fear or hostility because of their segregation in special classes, apart from the regular organization of the school. We are teaching through regimentation and not for individual needs. Because of the improper training of the child, the school exercises a detrimental influence upon the child's behavior.

**UNEMPLOYABLES.** A problem even more pressing and far-reaching in its effects is to prepare these children for industry. Present methods of teaching are developing a group of unemployables. They are being led into blind alleys from which there is no escape. Frustration and disillusionment follow. We are developing in these adolescents a hatred for society that shows itself in acts of degradation and crime. In a two-year study made by the Citizens' Committee on the Control of Crime in New York City, we find that the peak for the offenders, numbering 2022 cases, fell in the 16-20



year age-group. Too large a percentage were children having an I.Q. of 75 or lower.

How much of preparation for adult life are we inculcating in these children, if we cannot carry out constructive adjustment and education of these adolescents?

**DELINQUENTS.** Mental retardedness is in itself not a cause for anti-social behavior. But it is easy to understand that the mentally retarded child, especially if he is not sufficiently trained, is much less able to form adequate social habits than youngsters who have a better intellect. It is especially the "dull-normal" who contribute to the ranks of juvenile delinquents and criminals.

**TRADE EDUCATION.** Because a mentally retarded adolescent can, by the time he is 16 years old, learn a little of a given school subject, it by no means follows that such learning should become the goal of education. A much wiser investment of time would be to center his education about the processes which mentally retarded boys and girls can best master. There is an erroneous idea that the retarded are equally deficient in all directions.

The child should receive adequate trade training commensurate with his mental age and degree of manual skill. A satisfactory curriculum of trade training should be instituted over his hours in school so that the child can meet the problems of economic and social adjustment upon leaving school.

Through lack of facilities and trained personnel, the schools are extremely handicapped in trade activities for these adolescents. They are taught trades that they are not interested in, and for which in many cases they do not have the necessary skill. They are taught trades in which there is an over-supply of labor, or in which there is no evident need, and they are forced to take trade activities where the possibility of the child's getting a job is extremely limited.

Is this preparation going to aid in the adjustment of mentally retarded adolescents as decent members of society? On the contrary, we are preparing them to become delinquents and charges of society. It is no wonder that they perform asocial and unsocial acts. Because of the lack of facilities and the proper teaching personnel, problems of school maladjustment are rampant.

**VOCATIONAL HIGH SCHOOL.** The vocational high school

looks to different futures for different children, offering exploratory courses, testing their aptitudes, and advising them as to various kinds of service, industrial, etc. In summary, although the vocational high schools are specially designed to meet the needs of children in this relatively distinct phase of development, they are faced with the following problems:

#### A. Teachers

Does the present teacher of the vocational schools possess the special training and personal qualifications necessary for the teaching of mentally retarded adolescents? The issue should be faced squarely. He must have a clear understanding of the objectives and underlying principles in this field. He must also be a specialist in the methods of teaching. More important still, he should be endowed with a personality that peculiarly fits him to associate with and inspire this particular kind of child. The teacher is a guide, adviser, and counselor, as well as a disseminator of knowledge.

The extent to which teachers influence the emotional development of children is seldom recognized even by teachers themselves. School is often the child's first experience requiring his adjustment outside the family group, and the teacher often becomes a parent-substitute for the child—that is, the child carries over to the teacher the same attitudes towards affection and discipline that he feels toward his own father and mother. The way in which teachers from day to day develop these attitudes in their pupils is of tremendous importance.

A school can be no better than its teachers. The teachers of CRMD classes have a heavy responsibility.

#### B. Educational

1. Recognition of individual differences and adaptation of work to meet varying abilities and interest—attempt to give each child the kind of education he needs.

2. A program of studies, suitable for particular needs and capacities. Curricula should be created to fit the needs of mentally retarded adolescent boys and girls, enabling them to explore their interests and abilities, and bringing them into contact with influences that give direction and purpose to their lives.

3. A partial departmental organization of subject matter and teaching. Securing better scholarship through better teaching, su-



pervised study, and a more vital interest on the students' part. Improving the disciplinary situation and socializing opportunities by having the pupils under the control of more than one teacher during the day, thus encouraging self-direction on the part of pupils.

4. A definite plan of vocational guidance.

5. Organization and administration of student activities in accordance with the needs and interests of the vocational high school.

PENNY WISE. Since the objectives to be obtained in the teaching of all children are good citizenship, a decent community life, a remunerative occupation, becoming a decent member of society, and achieving happiness, it would be well for society to see that these children are taught in the proper manner regardless of money cost. A glance at the cost of crime and the cost of institutions for the care of criminals and mental defectives would show that the cost of education is infinitesimal in comparison.

J. Edgar Hoover, head of the Federal Bureau of Investigation, has found that the annual cost of crime in this country is fifteen billion dollars, and the cost of education is two and one-half billion dollars. The only way to reduce crime is by more education: business men and political leaders should devote much more time to education and its facilities.

#### READING FOR PEACE

I noticed a book in a shop window the other day called *You Are What You Eat*. I haven't read it, but it's a sensible title. And I couldn't help wishing that somebody would write another book called *You Are What You Read*. It is more accurate to say that we are what we think about; and for most of us what we think about is very considerably influenced by the information we get from books and newspapers. What we are, the way we behave, in peace-time largely determines whether or not there is going to be a war; and therefore it is our peace-time writing and reading that really matter. If we all wrote and read more wisely in time of peace, I don't think the question of "Literature in War-time" would ever have a chance to be asked.

—Jan Struther in *A Pocketful of Pebbles*.

## Mental Hygiene Implications in Occupational Education

SARA NEHAM, Junior High School 113, Bronx

For a number of years, many teachers working with the mentally retarded, particularly with those of the adolescent age groups, came to recognize the fact that the most worthwhile experiences and training that could be given to these children lay within the field of occupational education. Such teachers soon recognized the fact that occupational areas not only provided a necessary measure of vocational training and guidance, but also provided the richest opportunities and the most natural medium for giving the mentally retarded the fundamental elements of mental hygiene. If these children are not to be entirely lost to society, a healthy attitude towards their limitations and their problems is of prime importance. Occupational education is in a very natural position to do this, for it highlights—by its very nature—the basis of all sound mental health, namely, the elements of a sound social adjustment.

The mental health of an individual depends upon a number of factors, many of which are beyond the power of the schools to control—except through a program of education among parents and the community at large. There is, however, one powerful basic factor in mental hygiene which the schools can and must deal with. This is the occupational adjustment of its pupils.

NEED FOR SOCIAL RECOGNITION. Dr. Alfred Adler stresses the fact that man is a social being; that there is a universal bond that binds man to man, and that it is universally observed that men strive for social recognition. In the opinion of so eminent a psychologist as Dr. Adler, this drive for social recognition is almost as strong as the drive for power. Our personalities, says Dr. Adler, are inherently related to our position in society, and this position is related to how well we have met the challenges of occupation—and social union with our fellow men.

Like the normal, the mentally deficient have this basic need for social recognition. They, too, in common with the rest of mankind feel happy and satisfied when they are part of the social pattern. They too suffer when they lack social integration. They too become mentally ill when they feel extraneous to the social life. Occupational education builds strong natural defenses against such social



failures by striving towards basic social integration through the soundest possible means—an occupational adjustment.

**C.R.M.D. PROGRAM.** Occupational education as it is interpreted by the New York City C.R.M.D. Division includes an overall five-point program which aims to develop the entire personality towards a satisfactory occupational adjustment. It includes:

1. Occupational information—or an overview of our whole economic structure
2. Vocational guidance—or the measuring of individual qualifications against specific job requirements
3. Vocational training—or basic training—manual and non-manual in specific area skills
4. Vocational placement
5. Social placement—or adjustment on the job and in society

It was obvious to the teachers working within occupational interests that this work could give the child a better perspective of his role within society and thereby gain for him a better social adjustment. The interest of the children proved that the subject matter seemed to fulfill a deep human need for these limited young people. Even the most indifferent among them eventually become interested and activated by such vital problems as the technique of finding a job—the technique of knowing one's own abilities—the technique of getting along with people—the technique of accepting and compensating for one's limitations, etc. The teacher could see that she was touching an important nerve center in the child. It seemed as though this subject matter was of the very essence of life and hope itself—for it touched the very soul of the child and stirred within him a sense of hope and fitness which no other subject matter had done before. Why this should be so is the burden of this article. It was, therefore, with the greatest satisfaction and the greatest enthusiasm that those teachers who had been working within occupational areas greeted the all-out occupational education program which was officially put into effect in our city about three years ago for all classes within the C.R.M.D. division.

**VALUE OF THE PROGRAM.** Even at this early stage the soundness of this program is apparent by its immediate results, but its benefits to society will be cumulative and incalculable as time goes on. Society will enjoy the results of a rich and far-reaching use of human resources—a use which will greatly enrich the handicapped.

The real basis for the certain success of the program lies in its psychological and philosophical soundness.

The goal of education as set forth by some of our outstanding thinkers is to develop happy "socially competent" individuals. This social goal must be particularly emphasized with the mentally retarded, for they, more than any other group in our midst, have no social vision and little social hope; yet, whatever success these children are ever to know must lie within their social competency.

One of the things that an educational program can do for this group is to build up a sense of well-being and personal usefulness. A mental retardate is not equipped to fight for his ego and his vanity in a constructive manner. Yet, in common with all human beings, both of these must be sustained or he becomes mentally ill and useless. Through occupational education we have a remarkable opportunity to build up the ego of our mentally deficient by developing abilities for socially useful and necessary work. Through an appeal to their social feelings, we can release to the full their limited abilities and thus build up a feeling of well-being and personal usefulness. Thus will society be served by their labor; and thus also will their attitudes towards themselves and society remain wholesome.

**SELF-EXPRESSION.** Dr. Karen Horney points out in her study of inner conflicts that all human beings, regardless of their mental abilities, are born with a drive to self-expression. The very will to live is identified with this drive. Life soon supplies obstacles to this drive at almost every bend in the road. If these obstacles are too great for the child to overcome, conflicts result and the inner child or the ego is wounded. Thus does mental illness often originate. Can any of us fortunates even imagine how imponderable even the simplest obstacle must appear to the mental deficient who lives in a world fashioned for the competent? Can any of us imagine how deeply wounded the mental retardate must feel when he views a world in which he is an apparent stranger? We who can see this bewilderment, and whose privilege it is to help these children, must recognize that their initial inheritance can be dwarfed by social obstacles they can neither understand nor conquer by themselves. We should know that far back from the surface, the hurt personality is struggling to maintain itself. Occupational education can help the mentally retarded overcome many of these social obstacles by



highlighting and clarifying them, thus resolving their bewilderment. More than this, occupational education "relates" the child to society. When retardates realize that they possess socially desirable assets, they are at once cushioned against the most dangerous pitfall to anti-social living. Society in turn benefits by being relieved of the burden of supporting them. This is real social economy.

**ESTABLISHING CONFIDENCE.** Occupational education is the natural medium for emphasizing to the mental retardate that he has economic value and can, through the development of proper work habits and social attitudes, gain a fair measure of economic self-support. Economic helplessness can easily lead deficient children towards an attitude of despair. Dr. Adler makes the point that deficiently equipped children cannot comprehend the economic laws of society and so they often regard with fear and suspicion the opportunities that surround them. They cannot possibly grasp by themselves our whole complicated industrial organism. It is an overwhelming and a fearsome thing to them. It is easy to see how this fear would further devitalize them and render them even more economically helpless. Our program of occupational education by its simplification of labor legislation, labor problems, labor obligations and benefits, etc. throws light upon an otherwise incomprehensible world. This better understanding of our economic structure and the actual vocational training offered by our program of occupational education go a long way towards developing confidence—a vital factor in mental health.

The mentally retarded are most certainly sentient enough to suffer very deeply because of their great inferiority. They feel their differences very acutely and very painfully. Let us not be deceived either by their inarticulateness or by their apparent indifference. Nothing we teach these children can have a nobler nor a more worthwhile purpose than teaching them to overcome this painful sense of inferiority and worthlessness. All human beings suffer from inferiority feelings—real or imagined—but the mentally retarded are so overtly handicapped that they cannot even pretend otherwise. Unless we give these people some controls against these overwhelming inferiority feelings, we are not really helping them. Occupational education can do this by teaching each child who is at all employable the necessary skills, both manual and non-manual, whereby he can make employment a reality. This ability to con-

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tribute like others to the social pattern is the most convincing argument against his own sense of inferiority. Occupational education aims towards this type of basic social adjustment.

**HOPELESSNESS.** The most heartbreaking part of the work with the mentally retarded lies not in viewing his limitations but rather in seeing the frustrating, hopeless attitude with which these limited children view their own lives. What may be so easily mistaken for evidence of mental retardation may very often be evidence of a sick soul—a deflated ego, a shrinking, hopeless individual. We must not confuse the evidences of mental retardation which are real and measurable—with the additionally crippling evidences in the same child of a badly wounded personality. A wounded personality is inefficient because it is harassed by fears, depressions, and despair. Such a person cannot possibly discover his own talent, no matter how intelligent he be. How much more so this must be true of the mental retardate who enjoys such a limited scope of abilities and who, in addition, has suffered so much failure and so much ego deflation from all about him. Occupational education can bolster up the ego by teaching the techniques through the development of socially acceptable character and personality traits.

**A SENSE OF BELONGING.** A program which teaches even with the finest psychological precision all the word and number combinations which a mentally handicapped child can master is yet indefensible if it does not at the same time take as much effort to relate this subject matter to the child's attitudes both towards himself and towards society. It is essential as a measure of social economy as well as out of deep humanitarian instincts to find the course to protect and conserve and nourish the child's inner self; that part of him which he conceals from us but from which nevertheless stem all his attitudes and all his conduct. This can be best accomplished by sustaining his natural desire to feel a part of the social whole. Through occupational education we can stress such right feeling and right thinking which lead to healthful conduct and support one of our greatest mental assets—self-respect. This, in turn, inspires a child to put forth his best efforts—to make good—for from this healthful vantage point—making good becomes a possibility—a real hope—a realistic goal towards which to strive.



**COSTLY BUT WORTH-WHILE.** A program as rich and as comprehensive as the five-point program set forth by our own New York City C.R.M.D. department must of necessity screen its course of study very carefully. The mental retardate learns slowly, laboriously and only after infinite and varied repetitions. He learns in the most uneconomical way possible. He learns only specifically and concretely. Each new fact and each new behavior pattern must be established as a specific habit to be retained. His is not the gift for generalizing, nor can we depend upon him to draw analogies except in very simple and strongly related experiences. His education must perforce be very costly from the standpoint of time. Under occupational education, the goal of occupational usefulness in its broadest interpretation determines the curriculum to be taught. This goal is both expedient and wise and justifies its costliness, for occupational usefulness leads to individual well-being and competency.

**VOCATIONAL DEVELOPMENT FIRST.** Let us not imagine that the goal of occupational education is a limited one. It is as deep as it is broad. It aims to develop the "whole" personality so that it can function adequately at its most competent level. If occupational education is forced to screen out certain avocational pursuits let us not forget that it has also included within itself infinitely more than has ever been given the mental retardate under any other program. It is quite possible to interest and occupy the mentally retarded in interesting avocational pursuits and when time permits, this is very desirable—but an avocational activity, though interesting, lacks the wherewithal to provide the basic mooring from which our children can operate when they leave us. Avocations should be recognized as such, and should, to become really meaningful, be supported by a sound vocational interest. An avocation without a basic occupational adjustment is like a fine car without a highway or a fine ship without a sea. When there is a happy union of vocational and avocational interests, we have an ideal situation, but we must not forget that for the mentally retarded, the vocational development must take precedence.

**SENSE OF BEING NEEDED.** All children, not merely the mentally retarded, are conscious of their inability to cope single-handed with the challenges of existence. To the normal child, this consciousness is the driving force and the point from which all striving

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originates. To the mentally deficient child this is the point from which he retreats in fear and ignorance. He cannot single-handed interpret his environment nor relate himself successfully to it. He shrinks from it, thinking that he has nothing of value to give. We can help him through proper education. Occupational education can bring the mentally deficient closer to the world and its people and problems. It can point out how and at what points each individual is a part of the social whole; it can point out the need and the goodness of each individual's contribution—no matter how simple or how meager. When a child feels in this direct convincing way that even he is a wanted, necessary, contributing member of society—the little world within him reaches out into the world about him. He enjoys a release of feelings which serve as major factors in healthful living. Fear leaves him and in its place are confidence, courage, and hope.

Besides the actual manual and non-manual skills, occupational education provides us with a unique opportunity of leading the child to live with greater awareness of himself and his fellow men. Occupational education is certainly, for the mentally retarded, the best medium whereby he can be taught his own abilities, disabilities and compensation. He thus comes to see that all human beings have their special abilities and disabilities. He begins to regard himself and his fellow men with greater understanding and indulgence. He gains courage to face the world.

**BASIC INSTRUCTION.** Occupational education, in its most generous interpretation, includes the world of numbers, as the mentally deficient will have need of it; it includes the world of words, as he will meet it in his work and in his readings; it includes an appreciation of our industrial structure, and points out his relationship to it; it includes labor problems and social legislation in language he understands; it includes the world of human relationships in and off the job; it includes social customs and habits; it includes actual manual and non-manual skills; it includes character and personality analysis and much else. Most important of all, occupational education includes a quickening of personal awareness through a realistic, sympathetic grasp of one's own limitations, and of the techniques of compensating for these. It brings one closer to oneself and one's fellow men. It includes the wherewithal from which our young



people can derive the wish and the will to face what might otherwise well have proved to be a hostile world.

AIMS. Occupational education stresses good physical health, but it, by the very nature of its course, is the best insurance against mental disease. It routs out the little pains which gnaw at the soul of an inferior child. Occupational education gives him the best opportunity to stand up proudly and say, "I too am created in the image of God. I too belong. I too can help."

This kind of right feeling and right thinking is in the best tradition of mental hygiene. This type of program is truly and admirably suited to bring the deficient child out of himself and into harmony with a society to which he can prove a real asset.

When one of our ex-pupils now gainfully employed was recently asked in what way she felt our program in occupational education had helped her most, she pondered a while, and then her face lit up as she said:—"I wasn't afraid; I had the nerve to go on the job." Is not routing fear from the hearts of people a noble goal?

The great Alfred Adler opened one of his books with a quotation. May I now in deepest humility and with a sense of sincerest respect for this great humanitarian—close these thoughts with his quotation from Herodotus: "*The destiny of man lies in his soul.*"

#### AT EASE!

Why are we never quite at our ease in the presence of a schoolmaster?—because we are conscious that he is not quite at his ease in ours. He is awkward, and out of place, in the society of his equals. He comes like Gulliver from among his little people, and he cannot fit the stature of his understanding to yours. He cannot meet you on the square. He wants a point given him, like an indifferent whist-player. He is so used to teaching, that he wants to be teaching you.

—Charles Lamb in *The Old and the New Schoolmaster*.

## Truancy: An Analysis and an Approach\*

SAMUEL TURCHIN, Metropolitan Vocational High School

In the considered opinion of the attendance coordinator, a section of pupils who present the most serious problems facilitates administrative details and enables him to work more closely and effectively with the teacher assigned to the section. The coordinator suggested the formation of such a section to the principal, who approved of it with the understanding that it be a temporary one, experimental in nature. The principal also expressed the hope there would be evolved from the experiment some principles helpful to all teachers in dealing with marginal students in respect to attendance. The section was organized in February, 1946; it consisted of 20 boys who had been in other sections in this school for from one to three terms.

During his stay here each student was given standardized intelligence and achievement tests and a physical examination; each student's cumulative record card indicates numerous interviews with section adviser, attendance coordinator and head counselor. His interests, hobbies, scholastic achievements record (subject failures abound in every case), habits, family background and economic status are all noted on the record card. Each record reveals references to numerous contacts made with the attendance bureau. Six records disclose that hearings were held in Children's Court. Two records indicate reference to treatment at the Child Guidance Clinic. The records further reveal that although these 20 boys had spent from one to three terms in this school (prior to the current term) not one had completed one term's work satisfactorily. This is not to say that they were incapable of doing the required work: their I.Q.'s range from 82 to 136. Their truancy was sufficient reason for failure. The records reveal, moreover, that 13 boys live in undesirable areas. Eleven have but one parent. Two have stepfathers. Both parents of three work at full-time jobs. All of these boys were admittedly hopeless truant cases for whom all available sources of help proved futile.

\* A report on a special section of students presenting acute attendance problems.



## ATTENDANCE RECORDS—PAST TERMS AND PRESENT

Student	No. of terms spent at M.V.H.S. (prior to present term)	Average Attendance	Average attendance in special class until June 1, 1946
A.C.	1	57%	23%
L.M.	2	50%, 46%	44%
A.A.	2	48%, 23%	36%
W.C.	1	60%	70%
H.D.	1	38%	96%
C.O.	1	56%	79%
D.F.	2	29%, 37%	34%
D.D.	2	32%, 21%	38%
R.W.	1	27%	15%
R.A.	1	51%	57%
P.F.	1	28%	12%
A.F.	1	37%	52%
A.V.	1	14%	14%
J.L.	3	43%, 49%, 16%	98%
J.M.	2	73%, 23%	12%
J.R.	2	21%, 56%	72%
E.D.	1	41%	51%
R.M.	1	68%	76%
V.C.	1	51%	60%
R.H.	1	13%	14%

RESULTS. Of the 20 cases noted above, 12 show improved records for the current term, three show no improvement and five reveal lower averages. Of the 12 improved cases, three show substantial gains ranging from 70% to 79%; two disclose records of 96% and 98%. The latter case is particularly interesting because for the past three terms his averages were 43%, 49%, 16%.

METHODS USED. To the adviser this section provided a challenging experience. He was encouraged to use his own devices to make school attractive to these boys. His first problem after receiving a list of 20 names was to have these boys make an initial appearance to meet him—their new adviser. To this end an informal letter was sent to the pupil in this manner:

Dear \_\_\_\_\_:

As your new adviser I would like very much to meet you. Why not drop in to see me so that we can have a little talk? As you know truancy will finally cause you and your family a great deal of trouble. Perhaps I can help you. May I expect you shortly?

Sincerely yours,

In every case a note similar to the above brought the student to

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school initially. The adviser then arranged to see him in an attractive room provided by the school for counseling. Here the adviser and the boy had an informal chat. The family, the home, personal interests, activities pursued when out of class—all served as points of discussion. The adviser then tried to elicit from the student how the school could help in readjusting him.

"Give me a program I want," was an invariable request. "I would like a job after school because I need the money," was another request; still another was, "I don't feel good; is there a doctor here?" With these the adviser could comply with relative ease. However, when repeated absence was caused by the familiar revelations of marked economic insecurity, unwholesome interests outside of school, social bewilderment and moral confusion, the adviser could do little.

The initial visit was by no means indicative of regular attendance as the records clearly reveal. Continued absence caused the following note to be forwarded with a copy to his parent:

Dear \_\_\_\_\_:

I am sorry that our friendly talk did not help much. You are failing me and yourself by not attending regularly after you promised faithfully to come every day. As you know I am very eager to help you. Won't you come in again?

Sincerely yours,

Not always were personal notes to the students unpleasant; when perceptible improvement was indicated a note such as this one was sent home:

Dear \_\_\_\_\_:

I am very happy to inform you that \_\_\_\_\_ is attending school regularly. A word of praise from you may help him.

I am pleased about this and will continue to see that everything that can be done at school to help \_\_\_\_\_, will be done.

Sincerely yours,

AN UNADJUSTED CASE. A. O. came to this school in September, 1945, and during that term was present 19 days and absent 74 days. He will be sixteen years of age in July, 1946. His I.Q. is 82 and his reading grade level is 7.3. In September, 1943, for a reason not indicated in his elementary school record he was sent to St. John's home in Brooklyn. One year later he was transferred to P. S. 162 in Queens. His previous school record reveals no retardation and no truancy except for the year at St. John's Home. The only comment on the record card is "not too dependable." His scholastic achievement is markedly poor.



In response to an informal note from the present adviser (illustrated above) A. came to school. Talks with A. revealed that his family background and home were unfortunate; of eight children three boys were in state penal institutions; his father was suffering from cancer. A. complained that the police were "gunning for him." At all times A. appeared at once confused and defiant. "They ain't gonna get me," he said repeatedly. On April 9, 1946, the attendance officer reported that "the mother stated that A. has a room somewhere in Flushing, eats his meals in 'Thompson's' and comes home once in a while. He is looking for odd jobs."

A. came to school for eleven consecutive days during which period the adviser arranged an interesting school program, provided for free lunches and arranged for treatment at a dental clinic. A. seemed appreciative and grateful, but he disappeared after the eleventh day and has not been heard from since.

AN ADJUSTED CASE. J. L. will be sixteen years of age in May, 1946; he has spent four terms in Metropolitan. For three terms his attendance records reveal averages of 43 per cent, 49 per cent, 16 per cent; for the fourth term his average is 98 per cent. His scholastic record reveals not one single passing grade in any subject for the previous terms. His I.Q. is 94 and his reading is 5.8. His record further discloses that 14 truancy reports were filed. Following a hearing he was remanded to custody of Children's Court in May, 1945. He was placed on probation three times with no apparent improvement after each period.

He appears to be well adjusted socially and well behaved; there is no evidence in his record of any disciplinary dereliction. Both parents are alive and the mother is at home. He has one older brother. The mother and father have both evinced keen interest in the boy's welfare as noted on the record card; they made numerous visits to the school, apparently doing all they could to effect a change in the boy's attitude towards school.

In January, 1946, another adviser noted on J. L.'s record card, "This boy has defied all our efforts to get him to attend classes. He has been put on probation twice to my knowledge but remains a truant just the same. He disappears from class a few minutes after promising to attend regularly."

In the light of this record, it was a source of pleasure to find J. outside the classroom daily eagerly awaiting the present adviser's

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arrival. J. would open the windows, straighten the chairs, dust the furniture and otherwise tidy up the room. He seemed to be happy; his record of 98 per cent surely attested to it.

The adviser cannot recall anything extraordinary in this case; he prepared a program based on the boy's interests. He spoke to him frequently and learned to know him reasonably well. He sent home notes of approbation and often praised him personally. The successful disposition of this case is unusual because these simple devices worked.

### Recommendations and Comments

1. Improvement is indicated; the degree and extent are not determinable in the absence of comparative standards.
2. This class should be continued; it enables the attendance coordinator to work more effectively.
3. Adjusted pupils should be placed in regular sections.
4. Special efforts should be made to effect rapport between the pupil and the school. The adviser should be sympathetic with and alive to the problems confronting these boys.
5. For the students presenting the most critical attendance problems because of broken homes, weak parental influence, economic insecurity, undesirable environment, the "parental" school is strongly indicated. They should be given an opportunity to live respectably in a respectable climate. They must learn to be economically independent. They must be taught to be responsible citizens. They must be helped to learn to live useful and happy lives. The schools, better than any other agency, can perform this task.



### LIBRARIAN

I have often wondered what it is that makes librarians such congenial and sympathetic company. I think it is partly because librarianship is one of the few callings in the world for which it is still possible to feel unqualified admiration and respect. Almost every other profession has been more or less debunked, either by sceptical theorists or by the merciless cold daylight of human events.

—Jan Struther in *A Pocketful of Pebbles*.



## The Antiquarian's Corner

### PERENNIAL PRECEPTS

There is absolutely no foundation for the complaint that but few persons have the power to take in the knowledge that is imparted to them, and that the majority are so slow of understanding that education is a waste of time and labor. On the contrary you will find that most are quick to reason and ready to learn. Reasoning comes as naturally to man as flying to birds, speed to horses and ferocity to beasts of prey.

I am not however so blind to differences of age as to think that the very young should be forced on prematurely or given real work to do. Above all things we must take care that the child, who is not yet old enough to love his studies, does not come to hate them and dread the bitterness which he has once tasted, even when the years of infancy are left behind. His studies must be made an amusement: he must be questioned and praised when he has done well; sometimes too, when he refuses instruction it should be given to some other to excite his envy; at times also he must be engaged in competition and should be allowed to believe himself successful more often than not, while he should be encouraged to do his best by such rewards as may appeal to his tender years.

\* \* \* \* \*

Would that we did not too often ruin our children's character ourselves! We spoil them from the cradle. That soft upbringing, which we call kindness, saps the sinews both of mind and body.

\* \* \* \* \*

A good teacher will not burden himself with a larger number of pupils than he can manage, and it is further of the very first importance that he should be on friendly and intimate terms with us and make his teaching not a duty but a labor of love.

\* \* \* \* \*

It is the teacher's duty, if he is engaged in the task of training unformed minds and prefers a practical utility to a more ambitious program, not to burden his pupils at once with tasks to which their strength is unequal, but to curb his energies and refrain from talking over the heads of his audience.

\* \* \* \* \*

I approve of play in the young; it is a sign of a lively disposition nor will you ever lead me to believe that a boy who is gloomy and in

### TEACHING ETHICS

a continual state of depression is ever likely to show alertness of mind in his work, lacking as he does the impulse most natural to boys of his age. . . . There are moreover certain games which have an educational value for children. . . .

\* \* \* \* \*

In praising the recitations of his pupils the teacher must be neither grudging nor over-generous: the former quality will give them a distaste for work, while the latter will provide a complacent self-satisfaction. In correcting faults he must avoid sarcasm and above all abuse: for teachers whose rebukes seem to imply positive dislike discourage industry.

\* \* \* \* \*

Undue severity in correcting faults is liable at times to discourage a pupil's mind from effort. He loses hope and gives way to vexation, then last of all comes to hate his work, and fearing everything attempts nothing. . . . The instructor therefore should be as kind as possible at this stage; remedies, which are harsh by nature, must be applied with a gentle hand: some portions of the work must be praised, others tolerated and others altered: the reasons for the alterations should however be given. . . .

\* \* \* \* \*

These precepts on education sound so modern: most of them have a "progressive" flavor. How often is the modern counterpart of the third paragraph used in opposition to "soft" education!

They are taken with a few minor changes from the Loeb Classical Library edition of the *Institutio Oratoria* (translated by H. E. Butler) written by Marcus Fabius Quintilianus (35-95-A.D.).

MORRIS ROSENBLUM

Samuel J. Tilden High School

### MORE ON THE TEACHING OF ETHICS

Attention was called to the dire need for the "teaching" of Ethics in public high schools (*High Points*—January, 1946). The purpose of the present note is to call attention to a recent paper by Allport and Kramer (*The Journal of Psychology*, 1946, 22, 9-39).<sup>\*</sup> This

<sup>\*</sup>Also available as a reprint from the Commission on Community Interrelations of The American Jewish Congress, 212 West 50th St., New York 19, New York.



paper, although it deals with a negative aspect of Ethics, namely prejudice, nevertheless has a bearing on positive Ethics, even as a paper dealing with disease might have a bearing on the maintenance of public health.

#### A. Study of Prejudice:

The subjects of this study were some 874 undergraduates of Harvard, Dartmouth, and Radcliffe Colleges. By means of subtle paper-and-pencil tests these subjects were probed for individual prejudices toward "outside" groups—religious, racial, and cultural—viz: Jews, Catholics, and Negroes, Protestants, Irish, Mexicans, Orientals, etc. In the analysis of the results an attempt was made to determine the factors whether causal or not, which are associated with prejudice or the absence of prejudice. These factors include (1) Racial awareness, (2) Early memories, (3) Influence of parents, (4) Influence of schools, (5) Age at which prejudice develops, (6) Contact with minority groups, (7) Influence of Religion, (8) Victimization, (9) General philosophy of life, (10) Sociological variables, such as sex and college differences, parental education and college courses of study.

Below are eight "summary assertions" out of twenty-seven which conclude this study. These eight have been selected for reproduction here because of their implications for secondary-school education.

*"A rough but useful index of the extent of a person's prejudices can be obtained with the aid of a suitably devised pencil-and-paper prejudice scale."*

*"The fact that only eight per cent of our subjects recalled having learned scientific facts about race indicates that schools are neglecting to teach this lesson or else are failing to make it 'stick.'"*

*"Most prejudices first develop during the school years, between the ages of 6 and 16, and especially in the age range of 12 to 16. A considerable number of people, however (perhaps 25 per cent), develop their feelings of prejudice after the age of 16."*

*"Casual contact with minority groups does not diminish prejudice as markedly as does intimate (equal status) contact. Only a fairly close knowledge of a minority group reduces one's susceptibility to second-hand stereotypes and epithets concerning it."*

*"Religious training in itself does not lessen prejudice. But re-*

#### TEACHING ETHICS

*ligious training which successfully stresses tolerance and brotherhood does tend to lessen prejudice."*

*"Students concentrating in the natural sciences tend to be less prejudiced than those concentrating in other fields."*

*"A person's prejudice is deeply rooted in his personal philosophy, and plays a significant part in his life-economy."*

*"Those who have a jungle philosophy of life (viewing the world as basically evil and dangerous) are generally prejudiced."*

#### A Proposed Course

These findings point to the need for instituting at the high school level a "course" which cuts across the natural sciences and the social sciences. Such a course should clarify for the growing boy and girl the biology of individual development. It should, moreover, make students aware of the known factors that go into their own mental, moral, and social development as well as the development of the people they have been brought up to like, or dislike, or hate.

Such a course is now being developed experimentally at the Bronx High School of Science. The second term of biology and the parallel term of social studies (the first term of modern world history) are being integrated for the purpose of producing an understanding of individual development and social evolution. Although this project was begun back in 1944, it is in line with recommendation made by Allport and Kramer:

*"That schools, artists, and leaders of opinion should strive to interpret the environment in an articulated way. They should expose the fallacy of stereotypes, of ethnic generalizations, and prevent the settling down of the miasmatic philosophy of the jungle. At every step individualizing, discriminating, factual judgments should be called for. Such influences, especially if strengthened by a reasonable degree of social and personal security, ought in time to lead our population to such a knowledge of self and surroundings that 'out-groups' and 'in groups' will view one another with less alarm, and with growing equanimity and fellow-feeling."*

In due time, we hope to publish a detailed description of the course and an evaluation of its effectiveness.

ZACHARIAH SUBARSKY

The Bronx High School of Science



## INTER-AMERICAN ART IN THE SPANISH CLASS

The cultural side of our inter-American relationship should be stressed. The language of a people stems from, and in turn powerfully influences, the life of a people, and their art gives us vivid, lasting pictures of this life, not merely as a visual record, but also as a vital re-creation of the inner and the outer man and his times.

While the language teacher is vitally concerned about the pupil's mastering linguistic facts and techniques, he must also recognize that he is dealing with a civilization, with fundamentals in a living history. Through different periods, this living history is expressed in the prevailing art in its various phases.

*Specific ways in which the Art Department may help to vitalize or make more effective the Spanish Department's handling of the inter-American theme.*

### A. In class work

1. Lectures on the expression of the life of the people given by the language teacher or an art teacher, as commentaries to the showing of visual material on Latin-American arts and crafts. (For example, the teacher may bring out the characteristics of the Latin-Americans as seen in their painting.)
2. Assembly programs effectively carried out under the supervision of the Spanish teacher with the aid of the Art Department or vice versa.
3. Wall decorations interpreting Latin-American art, after consultation with the Art Department for color scheme, design, and arrangement.
4. Assignment of outside reading, for oral or written reports, on books in English dealing with Latin-American arts and crafts.
5. "Realia" in classroom, carefully selected and effectively displayed and used. (Posters, photographs, maps, pictures, magazines, newspapers, phonograph records, coins, flags, and miscellaneous Latin-American material collected by the teacher or the pupils.)
6. Art exhibits arranged by the Art and the Spanish Departments, featuring work of representative contemporary Latin-American artists as well as that of the pre-Colombian native Indian, (Amerindian), and that of old Spanish masters.
7. Use of the reproduction of Julia Codizido's interpretation of the Peruvian Indian as a class project, and of Candido Portinari's drawings depicting life in Brazil.

## INTER-AMERICAN ART

Use of copies of Bernaldo de Quirás' pictures of gaucho life in Argentina.

Use of reproductions of the famous mural paintings of Diego Rivera and José Orozco of Mexico, to whom is ascribed in part the recent revival of murals in this country.

8. Brightening the language classroom with posters done by pupils. Making figures of Latin-Americans and reproducing scenes of typical Latin-American life by means of murals or a classroom frieze. The subjects may represent such activities as:

- (a) cattle-raising in Argentina, (b) coffee-growing in Colombia, (c) rubber-growing in Brazil, (d) mining in Chile, (e) making panama hats in Peru.

There may be illustrations of a peasant playing his guitar, or of a young gallant playing his mandolin. These illustrations may bear such titles in Spanish as "El Gaucho de las Pampas," "Una Hacienda Cafetera en Colombia," "Un Galán y su Mandolina."

9. Keeping on a shelf (at children's disposal):

(a) Books, magazines, and illustrations regarding Latin-American artists and different Latin-American arts, including types of indigenous art.

(b) "Source material" on the arts and crafts of Latin America. (Children should be told of such sources as reference books, pamphlets, newspapers, magazines, publishing houses, Pan-American organizations, museums, exhibitions, travel agencies, steamship and air lines, railroads, language and foreign trade departments of universities, banks specializing in Latin-American trade, Latin-American chambers of commerce, consulates in the United States of Latin-American countries, American consulates in Latin America.)

10. Scrap-books, reports on Latin-American artists, Latin-American costumes, crafts, occupations, fiestas, and the like.

Art sketch books. (Signs of Spanish and Latin-American art may be found, for instance, in our very homes, churches, schools, theaters, and shops and art galleries.) These books can be used for drawings and notes.

11. Allotment of space on the classroom bulletin-board for newspaper and magazine clippings regarding the arts and crafts of Latin-America.

### B. In extra-curricular work

1. Children from the Spanish class may belong to the school art club where they may work on a mural depicting some phase of Latin-American life. They may have an individual sketch-book on



some particular Latin-American art, or they may have posters showing typical costumes of the different Latin-American countries.

2. Visits to exhibitions of Latin-American art may be planned.
3. Artistic films on our South American neighbors may be shown.
4. A Latin-American pottery club may be organized with the cooperation of the Art Department.
5. A Spanish Club may be formed with members divided into different groups according to individual interests.

One group may be interested in scrap-books. (Suggestions should be got from the Art Department as to how to make an artistic scrap-book composed of illustrations of Latin-American life in the home, in industry, in commerce, and in other fields.

A second group may wish to make a collection of "realia" dealing with Latin-American art. (Here, too, cooperation from the Art Department should be sought.)

Another group may wish to carry on correspondence with pupils in Latin-American countries regarding some particular field of art.

6. Arrangements for loan exhibits on Latin-American arts and crafts.

**THE FIESTA.** The fiesta is so vital and characteristic a part of the life of our Latin-American neighbors that the more we know of its celebration and origin, the better we become acquainted with the inhabitants of our sister republics.

Each South American country has its fiestas which are full of life, color, rhythm, sentiment, and tradition, each fiesta with some religious origin. The supreme joy of every Latin-American, young or old, is a fiesta.

A fiesta in a town in any of our Latin-American countries is a lively street affair. Besides gayly-colored booths and bowers galore as a background to popping firecrackers and wandering musicians, there are Ferris wheels and merry-go-rounds, as well as pinwheels which scatter sparks over the people. The decorations, dances, costumes, music, toys and food, vary with the particular country.

Let us follow through the principal activities of a typical fiesta. In it we shall find the basic pattern for all. Whether the fiesta be to celebrate a minor local holiday or a national or important religious holiday, it will have fireworks, music, ringing of church bells, food and drink, and plenty of gay things offered for sale.

There is never a fiesta that does not have a good send-off before

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dawn with an outburst of firecrackers and rockets in the plaza and a great clanging of bells. The booths and stalls in the plaza are all af flutter with crimped streamers and rosettes of colored tissue paper, and filled with gaudy candies, fruit, drinks, and fascinating toys.

I have selected a fiesta from Mexico: the "fiesta de nuestra Señora de Guadalupe." (The feast of Our Lady of Guadalupe.)

**A TYPICAL FIESTA.** To country people all over Mexico, the twelfth of December, Day of Our Lady of Guadalupe, is a very important holiday, for she is the patron saint of Mexico.

Although her day is celebrated in towns and cities throughout the country, thousands of country people and Indian villagers make pilgrimages to worship her at her shrine just outside Mexico City, where legend says she appeared to Juan Diego. On the day of the fiesta the roads and street cars leading to the shrine are thronged with people. Many of the celebrants arrive the day before, and by three o'clock in the morning the churches are already crowded with worshippers, including groups of Indian dancers and musicians in festive costumes who go through their primitive steps in the aisles. These dancing worshippers known as "malinches," also sing little songs to the Virgin, whom they call "Mañanitas," and continue their performance till the dawn of day.

All day long a moving throng passes in and out of the church. The Indians, who are not allowed to dance in the church after the earliest hours, shift their dancing to the churchyard and the plaza with tireless energy.

One of the puppet-shows given each year tells the story of Our Lady of Guadalupe. She is shown appearing to a poor Indian boy, Juan Diego, on a rocky hilltop, and commanding him to tell the bishop to build a church for her there. The bishop refuses to believe the boy's tale until the Virgin makes roses grow on barren rock and sends Juan with his wrap full of flowers as a sign to show the bishop. When the cloth is opened, upon it there is a painting of Our Lady in starry robes surrounded with golden rays. At the grand finale of the show, a gilded star unfolds, revealing the Virgin in the center, while behind her an enormous pinwheel scatters flames to dazzle the bishop and Juan Diego kneeling below.

GIOVANNA R. CAPONE

Junior High School



## SCIENCE, FIELD TRIPS, AND POETRY

As a part of the work of the Queens Nature Science Center I have walked 360 miles. Accompanying me has been a total of 10,000 boys and girls from the Queens elementary schools.

On these walks of about three quarters of a mile, and lasting from forty minutes to an hour I conduct a field trip; that is, I point out things of interest ranging from earthworms to the sun, and comment on them.

In speaking of the things we see along the way I sometimes use a quotation from a poem to express an idea.

One mild day in the spring we were standing, silent for a moment, admiring a cherry tree in full bloom. I spoke up,

*"Loveliest of trees the cherry now  
Is hung with bloom along the bough."*  
(Housman)

At once a 6th grade girl asked, a little suspiciously, "Did you make that up?" She had recognized a finer kind of speech immediately.

A few more examples may be given. Standing before a club of birch trees I may say, after looking at the tree with the class, and making or eliciting a few matter-of-fact comments, "Now I will give a line of poetry describing this tree. Will you look at the tree and see if you agree with the poet?"

*"The birch, most shy and ladylike of trees."*  
(Lowell)

Noticing no change of expression I may add, "Is this tree shy?" There are quiet smiles and nods of assent. "Is this tree ladylike?" There are broader smiles and a more vigorous assent. "James Russell Lowell wrote that line of poetry; did you ever hear of him?" Some classes have; they are studying a poem by him right now. Sometimes it doesn't go so smoothly. No, they have never heard of James Russell Lowell, but they have heard of Jane Russell. A laugh, and we move on.

I try to fit the quotation to the season and the class. Falling leaves and autumn winds are noticed. "Would you like to hear the way a poet described it?"

*"—the leaves dead are driven like ghosts from an enchanter fleeing."*  
(Shelley)

## SCIENCE, FIELD TRIPS AND POETRY

Or, if the class is younger, and we notice the wind,

*"Who hath seen the wind?  
Neither you nor I;  
But when the trees bow  
down their heads  
The wind is passing by."*

(Christina Rossetti)

This is received with pleased smiles and nods as much as to say, "That's right; that's the way it is."

We pass a poplar tree; there is no wind; yet the leaves are rustling. It is explained. Pupils find a poplar leaf with the flat leaf stem, compare it with the rounded leaf stem of leaves from another tree. All science so far, now for the poetry.

"A poet who lived in the country in England when he was a boy, later moved to London. When he was in London he wrote a poem recalling how the poplar leaves tremble when there is no apparent wind, just as we have seen them today. This is how the poem begins:

*Far in a western brookland  
That bred me long ago  
The poplars stand and tremble  
By pools I used to know."*

(Housman)

On the entire walk I may use only one quotation, or none; but if I think the class is receptive, then two or three.

Even after we reach the school and take up different science topics, poetry is sometimes used. Work on the tides may be summarized:

*"The plunging seas draw backward  
from the land,  
Their moon led waters white."*

(Tennyson)

If work with the class includes the changes that take place in the development of the caterpillar into a butterfly, words like egg, larva and chrysalis are used. To the class: "We have described these things in words a scientist might use. Would you like to hear how a poet described this change?"



"Brown and furry  
Caterpillar in a hurry;  
Take your walk  
To the shady leaf, or stalk.

May no toad spy you;  
May the little birds pass by you;  
Spin and die,  
To live again a butterfly."

(Christina Rossetti)

If a planet can be easily seen at night I sometimes tell the class how to find it, and then, since it will be their first planet, help them feel like Keats, *On First Looking into Chapman's Homer*, by quoting:

"—Then felt I like some watcher of the skies  
When a new planet swims into his ken;  
Or like stout Cortez when with eagle eyes  
He stared at the Pacific—and all his men  
Looked at each other with a wild surmise—  
Silent, upon a peak in Darien."

A discussion ensues putting Cortez, Balboa and Darien in their places. "When you find the planet tonight, you will feel as Balboa did when he discovered the Pacific Ocean."

And all the while, to myself, I sing:

Hail, Poetry, thou heaven-born maid!  
Thou gildest e'en the pirate's trade.

(Gilbert)

ALLEN M. BURNHAM

Queens Nature Science Center  
Forest Hills High School

### BIOLOGY AIDS UNDERSTANDING AND UNITY\*

I have here a Board of Education pamphlet called *Unity Through Understanding*, which was issued recently in connection with the Board's efforts against discrimination. My talk will tell how I try to make unity-through-understanding concrete and vital in my biology classes.

\* This article was delivered as a talk to the Lafayette High School faculty at its June meeting.

NEEDED—UNITY. The urgency of this problem is very well expressed in our late president's last and never delivered address, "Today we are faced with the preeminent fact that if civilization is to survive, we must cultivate the science of human relationships—the ability of peoples of all kinds to live and work together in the same world, at peace."

But let us step into the classroom. First and foremost, an effort is made to bring the student to realize that scientific thinking and behavior must occur in all human relationships, and not merely in dealing with classroom problems. The student is alerted to distinguish between proof and evidence, between fact and opinion. He is brought to realize that opinion is so often self-justifying rationalization.

ALL THE SAME—INSIDE. When the body mannikin is used for the first time in class, the children are led to the understanding that we are all the same inside. How? The mannikin is spoken of as my brother, my sister, my cousin, my aunt and such. It is called by the names of children of many lands. It attends mass; it goes to a synagogue; it bows in a mosque and in a Buddhist temple, and throbs to a ritual in an African jungle. It speaks English, Chinese, French, Hottentot and many other languages. It eats spaghetti, gefilte fish and rice cakes. This mannikin is a black man, a white man and a yellow man. It is also a Nazi, and the Jew whom this Nazi gassed and cremated. After every episode of montage, the question is asked, "Why do I say this?" And always I have received an answer to the effect, "We are all the same inside." Can anyone imagine Hungarian muscles, a Negro collarbone or Italian lymph?

When the structure of the skin is studied, the children discover that all skin and hair pigments, no matter of which race, are determined by different amounts of the orange pigment "carotene," and the dark brown pigment "melanin." They realize that "everyone is colored" or that "we are all the same outside."

When I taught at another high school, a class came into my room one day obviously depressed—quite different from their usually buoyant selves. The reason soon came out when a student asked whether what they had been told in a previous class was true, namely, that since a white man has three parts to his brain while a Negro has only one part, a Negro could not possibly be as smart



as a white man. In our biology department at Lafayette, we fortunately have a preserved human brain. Displaying this brain in class provokes discussion and allows facts to be told which lead to the conclusion that brains are not born with tags of race, religion or nationality.

**FALLACIES.** That "race purity" is extremely rare, that it can be biologically and culturally harmful, and is socially meaningless, I bring out in the study of inheritance. The assumption of many children that Negroes have a different number and a different kind of chromosomes is corrected.

The topic "Circulation" brings the occasion for students to know that blood types are universal, and that blood types have no connection with race, religion or nationality. The student is helped to rid himself of the fatalistic legend that blood carries inheritance. It is an interesting sidelight that the fanaticism and false biology of the Nazi caused a shortage of blood plasma for the German armed forces, since they would not use blood from Jews. Many of us have recognized an overtone of this outlook in our own country.

**CONTRIBUTIONS.** I had an interesting experience recently, when in the course of studying nutrition, I mentioned the word "farinacci." Despite the origin of many of our students, no one was able to define the term—to their embarrassment. I urged the students to learn whatever other languages are spoken at home, whether Italian, Yiddish, Armenian, Polish or any other; and emphasized that knowing the language of their parents doesn't lessen their Americanism. Since the topic was nutrition, we stopped to dwell on how dismal our board might be if not for spaghetti, onion soup, roast beef, borsht, Chinese egg rolls and many other foods immigrants have introduced here. It was but a simple step further to show that America was built much more by the integration of its immigrants than by their assimilation, so that students should not feel that they become "Grade A Americans" only by rejecting the culture of their parents' homelands, and by rejecting even the parents themselves.

When we have advanced considerably in the study of the conditioned reflex and we learn, I ask, "How many of you were born Americans?" When most of their hands are proudly raised, they are told, "I'm sorry. You were all born just babies—with the same

## BICYCLE SAFETY

basic reflexes of any infant born anywhere on this earth. You weren't born Americans any more than you were born talking English." They soon realize that different childhood experiences might have made them French, German, Turkish or of any other national outlook, instead. And when Katherine and Hanna are asked to rise and face each other, it takes but a few words for the class to be poignantly aware that had their homes been exchanged at their births, Hanna would have been a Catholic and Katherine a Jew. Many other examples from comparative culture and anthropology draw the students to the conclusion that human nature is made rather than born; that it is conditioning that determines our hair-dos, our clothes, our food, our opinions and our beliefs; that human nature can be changed for good or evil by the circumstances shaping it—and that, really, we are intrinsically one people.

When discussing the topic "Man and his culture have been long in the making," the children find that man's present, prodigious accomplishments are all built on the inventions of countless, unknown men of many races of the long past. It startles them to discover that the sport shirt, which they bought for five dollars, or the pencil which they bought for five cents have fabulously long histories. Can you imagine a B-29, electronics and atomic energy in the days of the Pharaohs, or even at the time of the American Revolution?

They also discover that a simple culture does not mean that those who practice it are of inferior mental ability.

And last, time is devoted to the nature and origin of discrimination and to methods of dealing with it for all peoples' good.

HERBERT CHAIMAS

Lafayette High School

## OUR BICYCLE SAFETY PROGRAM

According to the February Statistical Bulletin of the Metropolitan Life Insurance Company, "It appears reasonably certain that the toll of dead and injured resulting from automobiles colliding with bicycles will increase considerably in the near future, and, in fact, before long may establish a new high record. It is the teen age group that contributes the largest part of the annual toll."

Preventive measures should be set in motion at once in every high school without waiting for a sharp increase in the accident toll to awaken public attention. Every public and private agency



should cooperate in this vital project. The following groups have promised to cooperate with the schools: American Youth Hostels, National Safety Council, Inc., Bicycle Institute, New York Police Department, and the Amateur Bicycle League of America.

The following program has been set up at Newtown High School sponsored by the faculty and members of the Newtown Wheelmen:

### Class and Club Activities

1. All students who own or ride bicycles are invited to join the club.
2. Parental consent slips, countersigned by the Health Education Department are checked and kept on file.
3. The "TEN COMMANDMENTS OF BICYCLE SAFETY" must be understood and practiced:
  - (1) Obey traffic laws, signals and lights at all times.
  - (2) Display a white headlamp and rear reflector when night riding.
  - (3) Have a warning device, bell or horn.
  - (4) Keep to the right of the highway. Watch for entering cars.
  - (5) Ride with both hands on the handle bars.
  - (6) Ride in a straight line. Don't weave.
  - (7) Never hitch onto other vehicles.
  - (8) Dismount and walk across dangerous street intersections.
  - (9) Don't overload with bundles and don't carry extra passengers.
  - (10) Keep yourself and your bicycle in the best of condition. Don't ride when you are tired, faint or ill. Always be wide awake and alert when riding your bicycle.
4. Bicycle accidents are analyzed as to how they happen. Dangerous habits are compared with safe riding practices. (Over half of the bicycle accidents were caused by improper turns, disregard of traffic signals and carrying an extra rider.)
5. A broadcast was made over Station WMCA November 2, 1946, on buying, care and proper riding of the bicycle with club officers participating.
6. Posters are made to show correct and incorrect ways of riding a bicycle.
7. Booklets on bicycle safety and its importance to all are read.
8. Detailed study is made of the BICYCLE INSPECTION BLANK as to the 27 parts of a bicycle that need adjusting, tightening, oiling, etc.
9. A study of responsibilities and obligations of a cyclist is made.
10. A study of state and local municipal laws and regulations is made.

### BICYCLE SAFETY

11. Coaching for the passing of bicycle safety tests is planned.
12. An assembly program is provided with motion pictures on bicycle safety and the awarding of the safety certificates and buttons to those who have passed their tests, both theoretical and practical.
13. A bicycle scrapbook and library shelf have been planned.
14. We have planned tours and American Youth Hostel parties.
15. Visits to a traffic court are planned.

### Outside Activities

1. Inspection of bicycles for mechanical condition and checking for state law requirements (lights, brake, warning device).
2. Administration of the safety tests (a riding demonstration).
3. Supervised tours, half day and one day. (The American Youth Hostels conduct weekly and monthly tours led by adults to which high school people are invited.)
4. Demonstration of proper and safe parking of bicycles. (Bicycles carelessly thrown about cause many accidents.)
5. Use of bicycle paths in parks where possible.
6. Faculty advisers to set an example of safe cycling.
7. No racing at any time unless sanctioned by the Amateur Bicycle League of America and properly supervised and policed.
8. A check of students' bicycles for correct size and weight (a small child cannot control a heavy wheel of 50-60 pounds).
9. Supervised bicycle field day with fancy dress events, crowning of king and queen of cycling, slow races, hill climb, bicycle polo, etc.
10. Display of SAFE RIDER button on the bicycle.
11. Use by learners of a secluded spot, dead end street or park, not open road.

There are five outstanding motion picture reels available for assembly programs sponsored by the bicycle club as follows:

*Bicycling with Complete Safety*, 16mm, Bell and Howell Co., Chicago.

*On Two Wheels*, 16mm and 35mm, General Motors Corporation.

*Points for Pedalers*, 16mm, Aetna Life Insurance Co., of Hartford, Connecticut.

*Safety Sleuth*, 16mm, Ohio State University, Columbus, Ohio

*Spinning Spokes*, 16mm, Bell and Howell Co., Chicago.

ROLAND C. GEIST

Newtown High School



## 'DOC' SEARS AND THE DEVIL WITH EXPERIMENTAL GROWTH

"Doc" Sears, the old-timer, was very much annoyed at Dan Smith, the "youngster." But more at himself, because he could think of nothing witty or biting or crushing to puncture Dan's rhetoric. And that annoyed him no end, because he loved to play the picador. Now, though he made up by shooting barbs like a heckler he despised, he gained no satisfaction at all, for he felt they merely encouraged the bull.

"The trouble with our teaching," said Dan Smith, his "smoking neighbor" in the rest-room, "is that we talk about 'learning by doing.'"

"Nothing wrong with that," said Doc Sears. It was the best he could do. The black smoke writhed along his pipe stem from his angry puffs.

"But it's just talk. And we mean it for the pupils."

"Well?"

"We don't really know how to teach that way."

Sears hrrumphed, "Why not?" But he just couldn't puncture the thing!

"Because we don't know how. We didn't learn that way ourselves. And we tend to repeat the methods of those who taught us by the lecture method, question-and-answer, etcetera. With a few new tricks that sound modern."

"I don't know about you," announced Sears. "But I teach the 'learning by doing' way. Why—Why—there's nothing to it.—When I—I suggest books for them to read, they read them. I don't. It's their doing, not mine." Confound it! That wasn't really the meaning he wanted to convey.

"If the Activity Program ever came to the high schools we'd be very unhappy," said Dan. "Because we haven't grown up, kept up, experimented with the socialized research techniques of the committee, the research project, the unit. We need progressive growth, continued live training. Professional experimentalism—"

"Doc" cried out, "Bosh! Any teacher who's been teaching for years can feel at home in any school room no matter what so-called new method was going on inside."

But Sears was building up frustration and annoyance, and he knew it. He understood his own symptoms and causes. So he prescribed: he knocked out his pipe, stood up tall, and went out.

And that night, even at bed-time, he still felt annoyed.

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That young disturber, Smith! Progressive growth. Experimentalism.—Impertinent! Irrelevant!—As if there were any subject, any method, a teacher couldn't teach. A teacher, if he was a Teacher, could teach, no matter what or how or whom. Socialized research! Humph! "I could teach any method, with my hands tied behind my back!"

He climbed into bed.

"The devil with that drivell!" said Sears, just before he fell asleep. "The devil with—activity—"

"Doc" Sears awoke. Motionless, he listened into the darkness, peered into it. But something must have awakened him out of his deep sleep! A telephone bell, perhaps? An earthquake? Black silence all around.

Then he saw. Right there in front of him. Sitting on the bed at the foot end. Waiting.

"Doc" Sears knew him at once.

"What the devil—!" he exclaimed.

The intruder rumbled a pleasant chuckle.

"Your punctuation is faulty," he said. "More precisely it's 'What! The Devil?' And your utterance, then, would have had the charm of surprise plus truth."

Angrily, Sears threw the covers ahead and bolted to a sitting position against a pillow. He was in no mood to entertain either guests or humor at this frightful hour, and he felt justly peeved at being put out in his own home by a mere chance acquaintance.

He extended a finger firmly. "I know you," he said. "You are the uninvited guest. You are Mephisto!"

"Right!"

"A Progressive!" pursued Sears.

"Perhaps."

"You're Dan Smith!"

"It's getting worse and worse!" The devil smiled. "Call me what you will. Mephisto Dan, perhaps! That's it! I—I rather like that. Makes me out a rather romantic devil!"

He wielded a cane that was suddenly there in his hand.

"You're a progressive devil," summed up Sears.

"You're rather cute yourself."

Mephisto rose and flexed his tail. "This is my way," he chuckled softly, "of hinting of the end. Our introductions have reached the terminal point."



"Doc" Sears looked at him intently. "Why did you come here? What do you want?" he asked.

"You have been teaching a long time?"

"I've been on maximum for years!" announced Sears stiffly.

"That's a lot of teaching," said the devil with a wink. "Too much!—And yet it proves that there hasn't been enough!"

"That's deliberately confusing," said Sears sternly. "You know it! Enough what?"

"Learning."

Sears hrrumphed like an elephant, and fixed the devil with an angry eye.

The visitor continued sweetly, "I shouldn't be surprised if the amount of learning varies inversely with the length of teaching."

Sears pondered that for just a trifle too long. He wasn't intending to show his visitor that he was taking him too seriously. "My pupils pass all the achievement tests," he defended. "My record of passing is pretty good."

"Oh, the pupils!" The devil showed his perfect teeth in a perfectly wicked smile. "Yes, of course, *they* learn, all right. They're growing all the time. Can't help themselves. And you can't stop them, of course, even with your very best methods."

"But you were complaining that there hasn't been enough learning—"

The devil laughed. "I love a subtle mind. But I see I must be plain here: a person who's been teaching a long time should stop teaching after a while."

"Why?"

"He has a lot to learn."

Sears was beginning to show his exasperation.

"About what?" he demanded.

"About teaching, for one thing. And other things, too, I don't doubt. What goes on outside the school from nine to three on week days, for instance. And what goes on in other schools. Wouldn't you like to know?"

Sears shrugged his shoulders. "Not particularly," he yawned. "As a matter of fact, right now I'd like nothing better than to go right back to sleep. I wish you would disappear, please! I should like to be left *alone*. Perhaps it's that after-supper snack that's to blame for you."

"You're not a pleasant host," commented Mephisto Dan drily.

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"Children are so much more gracious nowadays. You've been in-breeding for so many years, you're not very well bred at all, by now. What a pity! You need a new view, a new method, a new thought in your approach. You stopped learning too soon after teaching."

Sears' eye suddenly lighted with a thought. "Maybe so," he said. "But there's nothing you can do about it, is there? Not even Einstein can bring back time; so what can you do? What's done is done. And so even you must agree there's no logical reason for your continued stay here!"

The devil stroked a horn in reflection. "I am amazed how limited is your view. You see only one dimension. Time is future as well as past. Who talks of bringing *back* time? I am looking ahead to tomorrow. You stopped learning in the past. But Sears, my friend, you will be learning again in good time!"

Sears felt fear. He swung around and dropped his feet to the carpet. He gasped.

"You mean—"

"Exactly!" The devil nodded, before scratching a hoof. "I see you understand. In plain words, Sears, *you are going to school!*"

"Me?"

"You!"

"But I'm an old-timer. I can give lectures on it!"

"You're going to school."

"But—but I don't *like* school. I mean—"

The devil flexed his tail impatiently. He was hinting *very* strongly of the end.

"But I'm a—a teacher!"

The devil tapped his tail on the floor like a gavel. "That remains to be proved. You have made plans, given lectures and marks, and left back your percentage of scholars. Maybe that's teaching. But now, to school!"

Sears saw that there was no use arguing with that stubborn devil; so he shrugged in resignation. "Where is this college?"

"College?" Dan laughed a diabolical cackle. "You're going to the research center of the world."

"Rockefeller Institute?"

"No. *The elementary school!*"

Sears pressed his lips together grimly.

"I'll look pretty as an 8B monitor again," he said.



"You won't," promised the devil. "You're going to 1A."  
Sears stood up, tense. He shook his finger under the devil's nose.  
"I most certainly will not!" he snapped.

\* \* \* \* \*

Sears found 1A changed a good deal from the way he remembered it.

For one thing, there were no fixed seats, but movement all around, and pretty much nothing nailed down to one set place. It was just a playground, carpenter shop, and library rolled into one, and not too much of any of them. It was still a kindergarten, too.

And then, just as he was standing at the door, thinking, "T-t! Prolonged infantilism!—The school for the retarded adolescents of tomorrow!" Nick, of the Ventilation Committee, came up to him.

"You're the new pupil, I know," said young Nick. "We've been expecting you."

"I beg your pardon," said Sears. "I gave you no permission, young man, to address me. I'm—er—older than you, you know."

"Take your coat off and hang it up neatly in the wardrobe," said Nick. "It's silly to stand near the radiator in your overcoat. You ought to act like an adult, you know.—Excuse me, while I examine the thermometer. I must record the reading on the chart."

"This is—is—ridiculous!" sputtered Sears.

"The temperature's certainly rising," agreed Mephisto Dan. He was with Sears all the time, naturally, though no one but "Doc" could see him. "Better do what Nick suggests. These children are logical, I warn you."

Sears hung his coat up. He let it droop limply from an arm hole.

Lucy, the chairman of the Host Committee, introduced herself.

"We're happy to greet you," she beamed. "But you mustn't be so tardy tomorrow. We like our record for promptness kept up. Have you gone over to our teacher, Miss Eve, for inspection? Maybe you have a rash. You might be contagious this morning!"

Sears was inspected, and approved.

Then he stood with the class and saluted the flag, and sang songs chosen by young Harry's committee.

"What have you got for *Show and Tell*?" asked Nick, after the singing.

"You are unintelligible," answered Sears.

Nick shook his head sadly. "You poor man!" he soothed. "You'll be all right."

During the *Show and Tell* period young Prince explained a simple crossword puzzle that his father had devised for him. It contained words like *clown*, *lion*, *cage*.

"What's the good of that?" Sears grumbled.

Mephisto Dan was helpful. "Those words come from the children's reader. And they fit into the class's unit on the Circus, which is culminating in the children's own circus on Thursday. It will be a magnificent, realistic affair, to which they are inviting other classes."

"A unit?"

"Quiet! Can't you see they're having a class Conference now? Listen, if you can't contribute."

Sears felt like contributing more than words from the reader, but he held his tongue.

Lucy was telling what she had done at home for the circus. Beelz thought his Art Committee could make signs that morning to be placed on the cages. Bubb thought the Host Committee could write invitations to the kindergarten and other classes to come to the circus on Thursday. Evelyn thought more animals and cages should be made by the Construction Committee. Miss Eve organized all the suggestions, and printed the "Program For Today" on the board.

And then all went to work.

Poor Sears! There he was in the middle of it all—hammers to the left of him, saws to the right of him, paint and paste and pens in front of him, and Satan behind him.

And then he was *of* it!

"There's going to be an animal play on Thursday, you know," said Nick. "We made it up. You're in it."

"I am?" groaned Sears.

"You're a rabbit."

"What do I do?"

"You're chased by a man, a dog, and a wolf," explained Nick. "At last you're eaten. In a hurry. Alive."

Sears wondered how realistic their "learning by doing" would make them in that.

And then he was on his hands and knees, running, for there was a savage with a club chasing him, and, he was sure, a real dog, too, in the play, together with a live wolf in sheep's clothing. He had never worked so hard in all his life, he decided, as he dodged away from



the beating stick of the relentless man and the wicked teeth of the live bloodhound. And what with his rheumatic knee—I

Suddenly he stopped, exhausted, and stood up to protest.

"I was struck on the head!" he exclaimed.

"Nonsense!" said Nick. "I doubt it. Where's your objective evidence? Haven't you been brought up on the scientific method?"

"It hurts, and I ought to know. I was struck!"

Mephisto Dan whispered soothingly, "It depends on your point of view, after all."

"Deliberately!" continued Sears.

Nick came over sympathetically. "Don't worry. If it's really cut, I can fix it. We've all had first aid. We've visited hospitals by the score, you see. We've had lectures by visiting surgeons.—Can you fix a car?" he demanded.

"I'm afraid not," admitted Sears.

"We've had excursions to assembly plants, too. Can you repair—"

"My head still aches," Sears reminded. "And I'd like that repaired first.—Besides, this education is wearing me out."

But there was no doubt he understood the story of *Robert, The Rabbit* thoroughly.

And when the teacher came around to his group after a while to check up on their knowledge of the play, he knew the answer to her questions at once.

"How did the rabbit feel?" she asked.

"Tired," said Nick.

"Exhausted!" gasped Sears.

But how did he become a member of the Construction Committee? He wasn't sure. Somehow he had helped to build the balloon entitled *Noah's Ark*. Then he and the chairman got into the basket and lo! it rose to the ceiling, floated out the window, and got stuck on a church steeple across the street.

The chairman threw some ropes down, made a ladder of Boy Scout knots, and descended like an Indian magician.

And there was Sears, all alone, on the steeple. With a pair of live tigers beside him!

"I don't know how I'll ever get down," thought Sears. "I haven't a single book with me."

But the chairman soon reappeared with the Safety Committee, and they quickly rescued him by means of a human chain.

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"Have you learned enough for one day?" asked Dan, on Sears' return to the room.

"Please!" begged Sears. "These kids *know* too much. They *do* too much. I'd like to escape during recess!"

"They really learn by doing," chuckled Dan. "Don't you approve of that?"

Sears shuddered. "I hope they never hear of it in the high schools," he said. "Do you think they will?"

"I don't doubt it," said Mephisto. "Some day!"

Then he started to flex his tail very pointedly.

But poor Doc had beaten him to the hint. He was already far past the end. He was asleep.

Mephisto Dan smiled. He picked "Doc" Sears up gently, and carried him back to his bed.

In the morning, back at school, Sears passed Dan Smith in the hall.

"You're a nice boy," said Sears. "A perfect dream!"

"What—"

"Until you're a nightmare!"

"I don't follow you," said Dan, perplexed.

"Thank Heaven for that!" exclaimed Sears. "Not in the morning, too! You can't catch me napping all the time!"

"What the devil!" exclaimed Smith.

"Exactly!" said Sears.

He walked off chuckling. He felt much better.

HENRY SEIDEMAN

Brooklyn Technical High School

## THE ORGANIZATION AND ADMINISTRATION OF A HIGH SCHOOL ALUMNI ASSOCIATION

One of the major weaknesses in the secondary-school structure, reported the American Council on Education,\* is its failure to provide for a continuation of the education of its products. "By and large," states the report, "the school bids its graduates an emphatic farewell. The graduate of a secondary school is rare who ever comes back to secure advice or help of any kind."

\* American Council on Education. *What the High School Ought to Teach*. (The report of a special committee prepared for the American Youth Commission, 1940, p. 32-33).



It has been apparent that the high school staff has felt that its responsibilities to the youth and to the community ended with the graduation from the high school of its boys and girls. There has been little attempt in the large city high schools to encourage constant affiliations with their alma mater. The high schools have done much to discourage their graduates from returning. If there are no recognized obligations of the schools to graduates, it is even more true that pupils who drop out before graduation are promptly and completely forgotten.

**AN OBLIGATION.** Current discussions of the secondary schools have pointed out that schools ought to take the same interest in their products that a conscientious industrial establishment takes in its output. The schools ought to be prepared to describe what a young person is capable of doing, and ought to stand by him with advice and assistance until he finds a place in the adult world. If this statement is accepted as defining the relation of the schools to their products, the schools become at once factors in the social order of a type far more important and influential than they are now, when, for the most part, they merely turn out graduates and abandon them to the hardships of life.

The High School of Music and Art is able to depart from the general neglect of the products of longer established secondary schools. It not only advises and assists its graduates after the termination of their courses, but the school has embarked upon one of the most promising educational enterprises in the form of continuous alumni education in the arts.

**RESULTS.** The activities of the alumni cannot be measured in terms of material gains. The appreciation of the graduates and the results of many of their programs are counted among the more important intangible acquisitions. Friendships begun during student days are nourished further. New and lasting friendships are being promoted among the homogeneous groups whose interest is primarily in the form and expression of particular arts, and in the cooperation of the members who contribute to the advancement of those arts.

Before the war, every Sunday morning, some sixty to eighty alumni musicians met to rehearse symphonic works under the direction of Alexander Richter, chairman of instrumental music at the

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high school; while on Wednesday nights, a similar number of choristers prepared choral numbers under the direction of Miss Helen Clarke Moore, chairman of the voice department at the high school. Edward Koehler, then chairman of the art department at the High School of Music and Art, was constantly aiding the art graduate with many problems of schooling, technique, and design. He offered suggestions to them for exhibiting their works, and for following employment possibilities. The present head of the department, Miss Helen Hird, continues the same policy.

A visit to one of their rehearsals was necessary to observe the excellent spirit and sociability which pervaded the rehearsal chamber. The alumni loved to play the symphonic poem, or to sing the melodious chorales. They wished to be with each other for the sake of the musical companionship which first drew them together.

The musicians did not wish to share their enthusiasms with each other only. They felt that they had an obligation to the community which had provided them with a well-rounded education. The services of the music and art alumni have been used at the annual concerts of the school's Parents' Association. The orchestra has given free concerts at Hunter College, Brooklyn College, over the radio, at charitable functions, at Settlement Houses, and at one of the museums in the city. The choral group has likewise sung over the radio and at Bronx House. They received tremendous ovations at the conclusion of numbers at the Parents' concerts at the school.

We have had a Stowkowski "Youth Orchestra of America." Who knows what the future may have held in store for the musical alumni groups of the High School of Music and Art had they not been interrupted by the call to arms? It might have developed into a real "Youth Orchestra of America." The potentialities were present for such a future.

**PROBLEMS.** Although a most optimistic picture has been painted of the continuous musical education of the young men and women who have "never left the High School of Music and Arts," difficulties have been encountered. In surmounting the various obstacles, the young people were learning that success in life must be won. In the parent alumni body, in the symphony orchestra, in the choral society, in the art group, they were meeting difficult situations in a practical fashion. The students no longer had teachers to tell them what to do. The teachers were there in a consulting and advisory



capacity. Their organizations were and are democratically conducted and run. It is one of the most stimulating experiences to observe these men and women devoting themselves fully and most earnestly as active participants in the self-government of their organization. They appear to have learned their self-government lessons well during their student days. But now, the responsibilities are increased. They are on their own. They acknowledge their errors, and they realize the painful experiences of financing the various component elements which comprise the alumni.

In the orchestra, some of the members desired that one of the objectives be a paid and paying symphony youth orchestra; others wished to continue it on an amateur standing with friendship the dominant theme, and professional musical perfection the ultimate object. The chief difficulty for both groups was finance. During the first few years the parent alumni supported their offspring. They were helped somewhat by the kindness of the Parents' Association, as well as by the generosity of the Board of Higher Education, President George N. Shuster of Hunter College, and members of the Hunter College staff. Later the financing of the orchestra engaged their attention. To exist, they had to raise money. Dues alone did not suffice. Concerts alone could not raise the money during the initial rehearsal period; hence, they sponsored a dance to give them financial assistance. Later, concerts paid a portion of their expenses. The members of the orchestra weeded out the week-to-week players as the alumni numbers grew. The orchestra and chorus memberships made it clearly understood that a strong organization could be built up *only* through regular attendance. They met the situation admirably by meeting on Sunday mornings when the largest number could attend rehearsals.

The players and singers came from all walks of life, from every part of the city. The young men and women worked and studied at the various schools and colleges, and participated in community affairs. They came to rehearsals from home, store, factory, studio, and school. They came from every borough in the City of New York. Some of them were professional musicians; others participated in church, community house, school and college musical groups. Others had ceased to play on the outside, and this gave them the opportunity of meeting their musical colleagues. It was expected that the orchestra would need a longer period of training before it became "professionalized." This was easily understandable, in that

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the graduates of the school upon graduation were not on the same level of instrument technique. Some in their senior year were in the school senior-orchestra; others were in the seventh-term orchestra; and others were in the sixth. Upon graduation, they were all alumni, and in the orchestra all abilities were in the same group. With constant increases in the alumni population, and the improved playing skill of the alumni, this situation eventually was righted. One of the most interesting commentaries was that many of the students in the out-of-town colleges strove to attend, and to play or sing in one of the alumni rehearsals when they managed to arrive in town for a few days. Such individuals received permission to join their classmates in their socialized playing.

The art group did not have the same dramatic appeal as the music groups. They could not meet every week as their musical classmates did, but the art students exhibited at the Parent-Alumni Art Exhibit, and they participated in the school student-alumni art exhibits. The art group made plans for a series of exhibits where the work of the art alumni could be displayed. These plans were executed by the alumni.

**MODUS OPERANDI.** Some pertinent questions may be raised. How is the alumni association run? Who is in it? How are the officers chosen? Has it any problems? Does the alumni association tend to conduct follow-ups to ascertain if its members have gone to college, to work, to the Armed Forces, or are unemployed? Is any attempt made to find out what has happened to the graduates since they received a diploma from the school?

The alumni association was formed in January, 1940, by the officers and representatives of the first graduating class and by a similar group from the class of June, 1940, which was to have been graduated in a few weeks. They framed a constitution, which was submitted to the members of both classes through a mail referendum. The referendum permitted criticisms to be cited. When the self-addressed stamped envelopes were returned from close to two hundred boys and girls, it was found that the constitution had been ratified by 99% of the eligible membership. That not one criticism was made of the constitution by these critically-minded youths shows how well the Constitutional Convention had done its job.

The constitution made provision for a transition period of two years during which time more alumni would be added to its rolls.



Each of five graduating classes had representation on an Executive Council. After the second year, a complete election of all Executive Council members was held, and the first five with the highest vote were to serve for three years, the next highest vote for two years, and the next five for one year. Thereafter, at each annual meeting new Council members were to be elected to replace those whose terms had expired.

The Council was the governing body. It consisted of the fifteen councilmen, the executive officers, and the class presidents. Each class as it graduated from the school automatically placed its president in the council, and each individual graduate in the Alumni Association.

**PROVISIONS FOR GROWTH.** The Alumni Association realized that it would grow each year by several hundreds. It thereby made provision in its constitution for the encouragement and establishment of individual class-groups, music groups, and an art group under the general policy-making body—the general alumni association. It believed that the individuality and friendships promoted in school should not be lost by mere absorption of numbers into an unwieldy large mass; hence its desire to nourish smaller activities to provide for the socializing aspects of small groups. It encouraged each group to draft its own constitution and to regulate its own affairs, subject to the limitation that nothing in any charter or constitution should conflict with the general alumni constitution. Each of the smaller constitutions was to have such a clause, and a clause containing the proviso that membership in the general alumni body was requisite for membership in any individual group. When such a constitution was submitted by representatives of the group involved to the Executive Council of the Alumni Association, it could begin to function as soon as approval came from that body and the proposed constitution was ratified by its own membership. In that fashion, the Alumni Choral Ensemble and Alumni Orchestra constitutions were approved. Real training and responsibility emerged in the making of these constitutions. No teachers guided them. They, in some cases, departed from the established constitutional terminology.

**MACHINERY.** Nominations for officers are as democratic as possible. Expecting a large organization, the constitution-makers realized that a small auditorium could not provide the facilities necessary

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to select qualified people who had served the alumni association, or to seek "new blood." Hence a nominating committee of fifteen were to be appointed by the President with the approval of the Executive Committee. This Executive Committee included the individual class presidents of the respective classes.

Additional nominations could be made from the floor at the annual meeting, provided that a petition signed by twenty members was presented. Voting takes place through the mails.

The constitution made provision for a working document subject to the increasing membership. They recognized that such a body could become most unwieldy. Provision was made for the election of honorary presidents of the association subject to the approval of the membership. In the first referendum, the membership unanimously approved as Honorary Presidents of the Alumni two men whom they regarded as the "fathers of the school," the former Mayor, Fiorello H. LaGuardia, and Associate Superintendent of Schools, Frederic Ernst. Both men were sent letters to that effect, and each replied accepting the honor. The principal of the school, too, was honored by being unanimously elected to the Honorary Presidency.

The amending process too is democratic. Amendment may be by a majority vote of members at any annual meeting or at a special meeting called for the purpose. Such a proposed amendment must have been approved by the Executive Council, or must have been submitted to the Secretary of the Association by a petition of twenty-five or more members. In short, if the Executive Council wishes to turn down a proposed amendment, the membership may go over their heads by submitting the proposed question to the Secretary with the necessary number of signatures. The Secretary in such a case must authorize the submission of the question to the total membership. If a majority approve, it becomes part of the regular constitution.

**FINANCES.** Financing the organization comes from annual dues of 50¢ each, recently increased to one dollar. The graduating classes usually leave any remaining surplus to the alumni association. In that way, the association received from one class close to \$100 and from another class, \$1.00. The alumni financed the orchestra and choral ensemble groups from these funds during the organization stages of the respective groups. It conducted socially successful



dances during the Easter holidays when most of the out-of-town college students were home for the school vacation. The biggest item of expense is the mail item. Thus far, the association has managed its finances well.

**COORDINATION.** Since most of the alumni are engaged in day-time pursuits, the faculty representative has arranged for a student staff to handle all alumni affairs, which are cleared through a central alumni office in the school. The alumni are encouraged to write for information; they are kept informed of school concerts, exhibits, alumni activities through a bulletin which is mailed to them frequently from the alumni office. The faculty representative, too, serves as the coordinator of all the various groups, individual classes, art, orchestra, and choral ensemble. Possible conflict of dates and affairs are thereby avoided.

The day before Christmas has become traditionally established as home-coming day for the alumni. The principal of the school has appointed a faculty committee to work with the alumni and a senior class committee for making this day pleasant and worthwhile. The senior classmen act as hosts, and present a play or dramatization in the school assembly for the returning alumni. As much of the school as can crowd into the school auditorium tries to witness the senior presentation in honor of the alumni. The school General Organization generously contributes for Alumni Day a sizable amount for refreshments at a reception tendered to the alumni by the students and teachers.

**CHECK-UP.** An accurate check-up on addresses is made yearly. It is amazing how much of a turnover occurs annually in the homes of our graduates. One reason stands out. The parents of the boys and girls often wait until their youngsters have graduated from the high school before they change their residences. Furthermore, New Yorkers are a "moving people." The housing shortage has momentarily stayed a great deal of this moving. The keeping of accurate addresses of our membership, although a small matter, is important if the school is to keep in contact with its sons and daughters. Thus far, the school and its sons and daughters have contributed to community life and its affairs by active participation in the social, political, economic, and cultural life of the community. The war has caused the alumni orchestra, chorus, and art groups

to suspend activities. An interim executive council has functioned effectively. It was difficult to elect officers, for no sooner was one elected than, shortly after, he was inducted.

The alumni in the service waited eagerly to receive the *Alumnews*, which contained news of people, places, and events with which they were acquainted. It served to keep up their morale while they were serving their nation. The alumni files are filled with thankful notes from these soldiers and sailors.

With peace, and some degree of return to stability, the alumni association will need vital reorganization. It is in that process now.

BENJAMIN ROWE

High School of Music and Art

### ANOTHER NEW YORK TEACHER LOOKS AT UNESCO

One has hardly had a chance to get rid of that awesome, choking sensation in one's throat; one has hardly had a chance to get accustomed to the quiet that comes after the din of battle; and already ministers and secretaries of international affairs are again smugly lodged in their usual grooves and again at their old tricks, like the proverbial inebriate who has sobered up a bit and is again turning the corner looking for the nearest saloon. Once again suspicious and competing interests are mapping out "spheres of influence" and scheming for a "balance of power." Countries that should have been "mellowed" by the bombings, by the ruin and the tragic waste of lives, now that the immediate emergency is over, are again playing the old game of "politics." After all the indescribable anguish of war years we are back on the brink of more tragic muddling—

anxiety, bitterness, discrimination, mistrust, prejudice, suspicion, injustice.

To regard all this as merely the "normal backwash of war" is just another way of avoiding the truth. The United Nations Security Council, The United Nations Peace Conference, and all the numerous councils for the betterment of human relations thus far have proved to be nothing but "candles in the wind" and "saws without teeth." Will the UNITED NATIONS EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATION now convening in Paris lead us out of this darkness and chaos into light shining upon Universal Peace and Good Will?

Modern technological advances make a great many instruments



available for reaching people the world over. There are radio networks, motion pictures, fast means of transportation. Research in meteorology, oceanography, and epidemic diseases lends itself readily to organization on an international basis. An international exchange of students, teachers, scholars, artists, artisans, scientists, inter-library loans, a museum system for interchange of exhibits and revised history textbooks are additional means for spreading mutual understanding and good faith.

However, as one surveys the present national and international scene, one is inclined to feel that all these seemingly excellent devices for promoting collaboration among the peoples of the world in order to insure universal peace, security, happiness are not only inadequate but are merely so much window-dressing—blunt substitutes, subtle evasions—unless there is first a universal change of heart and spirit that motivates our thoughts and deeds and projects.

*"It is easier to denature plutonium,"* says Professor Albert Einstein, quoting from *The Real Problem Is in the Hearts of Men*, N. Y. Times, June 23, 1946, *"than it is to denature the evil spirit of man. We will not change the hearts of other men by mechanisms but by changing OUR hearts and speaking bravely."*

Mere awareness, therefore, and even sympathy with other cultural, racial, religious groups are not enough. We must first bridge the gaps that exist between mind and heart. According to William Hazlitt the seat of knowledge is in the head; of wisdom in the heart. We are sure to judge wrong if we do not feel right. No doubt, the reason we have not been so successful in reaching the human mind up to now is that so many of us teachers and educators have so often come to our "jobs" with "mind and heart all buttoned up tight." We have not brought to our task that genuine, sympathetic understanding for human differences and respect for human beings as such, and that genuine personal determination so to improve the individual that he will develop a character that will in itself make for happiness without encroachment upon some one else's happiness.

To begin with, the name UNESCO is all wrong. I cannot help being somewhat wary, almost superstitious, when a peace organization calls itself "United Nations." I would substitute a "T" for the "N"—the "T" to stand for "TEACHers"—United Teachers. Regardless of what the scheme for selecting representatives from the different nations may be, the organization itself should be comprised of the individual membership of all teachers, and require the payment

of a nominal membership fee. There should be a resolution passed and circulated among all teachers the world over, urging them to get rid of those layers of protective complacency which have made it possible for teachers through the centuries to tolerate "the lack of conscience" and lack of fair play of their respective countries when justice and peace were at stake.

If teachers and education are to play a vital role in the post-war world, if they are to be essential to the Security Council, the Economic and Social Council, the World Food Administration, the International Labor Office, upon which, according to Dr. Alexander Meiklejohn, the success of any United Nations activity depends, they must take on external action. United Teachers should make it unmistakably plain to all the world where they stand not only as regards education, culture, and science, but also as regards every major issue in both national and international affairs. If it is going to be more than just a "paper organization," it will have to take on a watchful, critical attitude and be ever on the alert for definite, concerted action against any diplomatic maneuvering and sheer bully impudence, no matter where and by whom displayed, which may jeopardize the peace of the world. *"Beliefs that do not inspire definite action,"* says Bernard Shaw, *"are merely so much humbug."*

I would have the "E" stand for "Economic" rather than "Educational." Certainly if this war has taught us nothing else, it has taught us that the economic considerations are basic in determining all policies and attitudes. Man does not live by bread alone. But where there is no bread there can be no security, no peace and surely no culture. Have you ever tried to teach a child who was ill-fed, ill-housed, ill-clad? All the stress we can muster should be placed on the "E". If this Paris meeting of the UNITED-TEACHERS-ECONOMIC-SCIENTIFIC-CULTURAL ORGANIZATION, as I should like to see it called, accomplishes nothing else, it should at least make the demand for the unconditional, world-wide abolition of all tariffs, visas, censors—it should insist on the world's basic need for a free flow of goods, a free flow of people, a free flow of ideas—so that, as Benjamin Franklin once put it, *"not only the love of liberty, but a thorough knowledge of the rights of man may pervade all the nations of the earth; so that a philosopher may set his foot anywhere on its surface and say: 'This is my country.'"* Only in this way can we hope to establish a World Democracy of the Human Mind and the Human Spirit.



Without this all the other measures and schemes are merely "like inviting a peacock to a beauty show and ordering him to leave his tail feathers home." Without this, this present peace may prove to be just another armistice and the UNESCO another candle in the wind.

MARCIA C. R. BOROWSKY

### AN EXPERIMENT IN SEMANTICS

In connection with a unit of work on newspapers, a practical exercise in semantics was conducted with three ninth year English classes, numbering about ninety students. The aim of the experiment was to ascertain the ability of persons at a median age of fourteen to (1) weigh the reliability of news reports where referential terms had been misused, and (2) sense the affective, or emotionally loaded, uses of language in newspaper editorials. The necessity for practice in this type of analytical reading is stressed by virtually every authority in semantics, including Hayakawa, Schlauch, and Walpole.

**EMOTIVE LANGUAGE.** First, three sample news story "leads" were presented for the pupils' examination. These examples, though teacher-invented, were nevertheless typical of news reports found in the daily newspapers. It was pointed out to the groups that each of the three reports dealt essentially with the same topic, but there were still inconspicuous, though important, differences. The students were asked to find just what the differences were in these:

1. Senator Doe, of Illinois, is reported opposed to giving up atomic bomb secrets to other nations, it was revealed today by reliable sources.
2. Senator Doe, of Illinois, is opposed to giving up atomic bomb secrets to other nations, a speech he made in Chicago indicated today.
3. "I am unalterably opposed to giving up atomic bomb secrets to other nations," Senator Doe, of Illinois, said in a senate debate today.

At first examination, many students protested they could not find any differences—all the sentences meant the same. They were told to continue studying the examples for five minutes, and if they still could not draw any distinction, to note that fact on their papers. Closer scrutiny of the passages did, however, make some things apparent to the pupils. Almost all indicated that since the third passage was a direct quotation, it was more reliable than the others.

### SEMANTICS

Fewer than half of the students, however, pointed out specifically the indefinite nature of such terms as "reported" and "revealed today by reliable sources" (sample 1) and "indicated today" (sample 2). About ten students were able to distinguish the greater reliability of a speech made in a senate debate (sample 3) and an address before an unidentified group in Chicago (sample 2). One particularly acute pupil was able to point out that the samples were taken out of context, and Senator Doe may have had numerous qualifications to his general opinion which were not mentioned at all.

Then three samples of editorial comment were presented to the groups. Although imaginary, these three sentences might have been taken from typical editorials on the question of granting an additional appropriation for the UNRRA and European relief in general. The samples were intended to include what Hayakawa calls "words of great affective power," or "emotive language" in Walpole's terminology. The three passages cited were:

1. Why should we give American money to Europeans?
2. We should feed and clothe the people of Europe.
3. We must not allow the widows and orphans in Europe to starve.

It was intended to gauge whether students at ninth year level could "spot" affective terms such as "widows and orphans" and "starve" in one instance (sample 3) and "give American money to Europeans" in another (sample 1).

In answer to a series of questions, the vast majority of the students sensed that although nothing distinctly in opposition to UNRRA was quoted, the first editorial, from its tone, was obviously against it. Similarly, editorials 2 and 3 evidently favored American relief work in Europe.

On the question of differences in wording, more than half agreed that the third editorial made the proposition "sound better." In all three classes, a total of twelve pupils were able to select the terms "widows and orphans" and "starve" (sample 3) as the emotive terms. Five students pointed out the affective differences in the phraseology "Europeans" (sample 1) and "the people of Europe" (sample 2). A number of students made the irrelevant, but significant, comment that the newspaper which had printed the second editorial was the least "sensational" and therefore most reliable.

**SUMMING UP.** In interpreting the results of the experiment,



I came to one general conclusion: ninth year junior high school students are, when asked to read analytically, aware of word magic but largely unable to distinguish specifically the words and phrases with greater affective connotations. They find it difficult to select the words which evoke stronger emotional reactions, yet "sense" that they have been played upon in some way.

The exercise served, in the teacher's opinion, to increase the awareness of students to the devices used by special-pleading newspaper and editorial writers. Aside from its value as an interesting experiment, it may have proved even more profitable pedagogically as a lesson in analytical reading.

LAWRENCE H. FEIGENBAUM

Stephen Decatur Junior High School, Brooklyn

### FOUND—ECSTASY

"What's ecstasy in school?"

Creative Writing Class 42W leaned back in its seats and shook its collective head in despair. They had embarked on the fifth unit of work, the writing of a sketch which would emphasize and establish a specific emotion. The class had accepted the assignment with gusto, and the aggregate suffering represented in the first drafts which they submitted would have satisfied a convention of arch-sadists. Victims of concentration camps had moaned under the Gestapo whiplash; disconsolate lovers had hurled themselves from the topmost tower of the Empire State Building; a marriage of splendid compatibility had splintered on one of the more acute of the eternal triangles; war widows had consecrated themselves to eternal mourning; the emotions had been tragic, grandiose, filtered through assorted magazine, movies, and radio programs. Life to these young folks, to judge by their themes, was grim and earnest, and most unreal.

REALITY: Creative Writing needed a sobering dip in reality as an antidote to its emotional indigestion. Teacher asked them to name any emotions they knew. "Fear, anger, love, jealousy, impatience, satisfaction, surprise, delight," they suggested, and she listed them in columns on the blackboard.

### FOUND—ECSTASY

"Is boredom an emotion?" A chorus of assent greeted the question and spontaneous testimonials convinced the class that "boredom" was either the most prevalent, or the best recalled emotion of the schoolday.

EXPERIENCES: Teacher began at the top of the list. "Can you give me an example of a school experience which made you feel fear?"

"Must it be true?" Dan always needed permission before he attempted a creative solo flight.

Gaily the discussion wandered; students presenting real or vicarious adventures of their school life.

"One was when I walked to the platform to receive graduation diplomas—from the principal himself. The only time I ever really saw what he looked like," mumbled Rich.

"When you wait and wait for those midterm papers to be returned, and you don't know what you got, and you've just about bitten off all your nails because you must get an 80 average or else—that's suspense."

"Delight—that's an easy one. Last term, when I was in the afternoon session, a parents' meeting was called for the evening, and suddenly the bell rang. No last period. That was delight."

"How about fuel-conservation days?"

"You expect those to come; so the feeling is satisfaction, maybe pleasure, but not delight."

"How about the day the Mayor closed the schools on account of the tugboat strike. That was pure delight."

Fear, boredom, anger, love, hate, contentment, delight. Easy as pie—but *ecstasy*?

"You just can't have ecstasy in school!" announced Elaine, shaking her long blonde bob. "Everything's against it; the teachers are so dull and dead—not you, of course," she added with an apologetic grin. "The students drone on and on, and nothing ever happens."

"In the movies maybe, if you put yourself in the heroine's place." "At a dance sometimes. Or in camp." A reminiscent shiver eddied through the class as twenty souls lifted themselves out of the hard brown benches and were transported to campfires, gliding canoes, or sparkling mountain lakes.



For once, Creative Writing 42W agreed on a point. "You can't have ecstasy in school."

ECSTASY. In the face of such unanimity, Barbara rose slowly, frowning. "I don't know. I'm not so sure. Is this it?"

"You're going to your major art class. It isn't like any other class, no recitations, no homework. Everybody does more or less what he wants. You paint, or you charcoal, or you just sit and look out of the window."

"And the teacher. He just hates to teach. He'd be much happier painting landscapes in the country somewhere or at the sea shore. He knows so much about art and everything. Why, he's met Kuniyoshi and Weber and Orozco. He knows enough really to be a professor in college and not just a teacher in a high school."

"He's just wasted on us kids. He's only doing it for a living, and you know just how good teachers' salaries are these days."

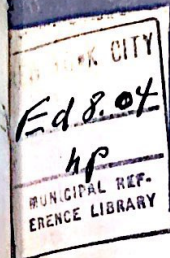
"Usually, he's busy with one thing or another, supplies or reports or questions. But this day something happens, and he begins to talk to us, just as if we were people, real grown-ups; not as if he was bored and just doing it for a living."

"He tells us he went to Mexico and worked on murals with Diego Rivera; how he once met Picasso in his studio in Paris; how strangely alike music and painting are, if you know enough about them. He talks of the new movements in art, and how people misunderstand them as they have always misunderstood and made fun of those who try to bring about something new."

"He casts real pearls of wisdom, and the class just sits and drinks it in. It's so wonderful, wonderful. You don't realize that time is passing and the period is almost over. You're carried right out of the school, the day, almost as if you were out of your own skin. It's wonderful, wonderful! It's ecstasy."

ROSE D. RISIKOFF

Midwood High School



# High Points

MARCH 1947



# HIGH POINTS

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Issued each month of the school year to all teachers in the High Schools of the City of New York. Published by the Board of Education, 110 Livingston Street, Brooklyn, New York.  
Books concerned with educational matters may be sent for review to Mr. A. H. Lass, Fort Hamilton High School, Shore Road and Eighty-third Street, Brooklyn, New York. School textbooks will not be reviewed.  
The columns of HIGH POINTS are open to all teachers, supervising and administrative officers of the junior and senior high schools. Manuscripts not accepted for publication are not returned to contributors unless return is requested. All contributions should be type-written, double spaced, on paper 8½" by 11". They may be given to the school representatives or sent directly to the editor.



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## The Decision to Use the Atomic Bomb\*

HENRY L. STIMSON†

*Strictly speaking, this article has nothing to do with education. In a fundamental sense, however, nothing touches education more deeply and more vitally than the substance of Mr. Stimson's article. This is the story of how we got to where we are. Tomorrow is in our hands. [Ed.]*

In recent months there has been much comment about the decision to use atomic bombs in attacks on the Japanese cities of Hiroshima and Nagasaki. This decision was one of the gravest made by our government in recent years, and it is entirely proper that it should be widely discussed. I have therefore decided to record for all who may be interested my understanding of the events which led up to the attack on Hiroshima on August 6, 1945, on Nagasaki on August 9, and the Japanese decision to surrender, on August 10. No single individual can hope to know exactly what took place in the minds of all of those who had a share in these events, but what follows is an exact description of our thoughts and actions as I find them in the records and in my clear recollection.

### Plans and Preparations, September 1941-June 1945

It was in the fall of 1941 that the question of atomic energy was first brought directly to my attention. At that time President Roosevelt appointed a committee consisting of Vice President Wallace, General Marshall, Dr. Vannevar Bush, Dr. James B. Conant, and myself. The function of this committee was to advise the President on questions of policy relating to the study of nuclear fission which was then proceeding both in this country and in Great Britain. For nearly four years thereafter I was directly connected with all major decisions of policy on the development and use of atomic energy, and from May 1, 1943, until my resignation as Secretary of War on September 21, 1945, I was directly responsible to the President for the administration of the entire undertaking; my chief advisers in this period were General Marshall, Dr. Bush, Dr. Conant, and Major General Leslie R. Groves, the officer in charge of the project. At

\* Reprinted with permission of the editor from *Harper's Magazine*, Feb., 1947.  
† Henry L. Stimson, Secretary of War 1911-13, Secretary of State 1929-33, Secretary of War 1940-45, was the man who had to make the recommendation to the President. [Ed.]



the same time I was the President's senior adviser on the military employment of atomic energy.

The policy adopted and steadily pursued by President Roosevelt and his advisers was a simple one. It was to spare no effort in securing the earliest possible development of an atomic weapon. The reasons for this policy were equally simple. The original experimental achievement of atomic fission had occurred in Germany in 1938, and it was known that the Germans had continued their experiments. In 1941 and 1942 they were believed to be ahead of us, and it was vital that they should not be the first to bring atomic weapons into the field of battle. Furthermore, if we should be the first to develop the weapon, we should have a great new instrument for shortening the war and minimizing destruction. At no time, from 1941 to 1945, did I ever hear it suggested by the President, or by any other responsible member of the government, that atomic energy should not be used in the war. All of us of course understood the terrible responsibility involved in our attempt to unlock the doors to such a devastating weapon; President Roosevelt particularly spoke to me many times of his own awareness of the catastrophic potentialities of our work. But we were at war, and the work must be done. I therefore emphasize that it was our common objective, throughout the war, to be the first to produce an atomic weapon and use it. The possible atomic weapon was considered to be a new and tremendously powerful explosive, as legitimate as any other of the deadly explosive weapons of modern war. The entire purpose was the production of a military weapon; on no other ground could the wartime expenditure of so much time and money have been justified. The exact circumstances in which that weapon might be used were unknown to any of us until the middle of 1945, and when that time came, as we shall presently see, the military use of atomic energy was connected with larger questions of national policy.

The extraordinary story of the successful development of the atomic bomb has been well told elsewhere. As time went on it became clear that the weapon would not be available in time for use in the European Theater, and the war against Germany was successfully ended by the use of what are now called conventional means. But in the spring of 1945 it became evident that the climax of our prolonged atomic effort was at hand. By the nature of atomic chain reactions, it was impossible to state with certainty that we had

succeeded until a bomb had actually exploded in a full-scale experiment; nevertheless it was considered exceedingly probable that we should by midsummer have successfully detonated the first atomic bomb. This was to be done at the Alamogordo Reservation in New Mexico. It was thus time for detailed consideration of our future plans. What had begun as a well-founded hope was now developing into a reality.

On March 15, 1945 I had my last talk with President Roosevelt. My diary record of this conversation gives a fairly clear picture of the state of our thinking at that time. I have removed the name of the distinguished public servant who was fearful lest the Manhattan (atomic) project be "a lemon"; it was an opinion common among those not fully informed.

The President . . . had suggested that I come over to lunch today. . . . First I took up with him a memorandum which he sent to me from — who had been alarmed at the rumors of extravagance in the Manhattan project. — suggested that it might become disastrous and he suggested that we get a body of "outside" scientists to pass upon the project because rumors are going around that Vannevar Bush and Jim Conant have sold the President a lemon on the subject and ought to be checked up on. It was rather a jittery and nervous memorandum and rather silly, and I was prepared for it and I gave the President a list of the scientists who were actually engaged on it to show the very high standing of them and it comprised four Nobel Prize men, and also how practically every physicist of standing was engaged with us in the project. Then I outlined to him the future of it and when it was likely to come off and told him how important it was to get ready. I went over with him the two schools of thought that exist in respect to the future control after the war of this project, in case it is successful, one of them being the secret close-in attempted control of the project by those who control it now, and the other being the international control based upon freedom both of science and of access. I told him that those things must be settled before the first projectile is used and that he must be ready with a statement to come out to the people on it just as soon as that is done. He agreed to that. . . .

This conversation covered the three aspects of the question which were then uppermost in our minds. First, it was always necessary to suppress a lingering doubt that any such titanic undertaking could be successful. Second, we must consider the implications of success in terms of its long-range postwar effect. Third, we must face the problem that would be presented at the time of our first use of the weapon, for with that first use there must be some public statement.

I did not see Franklin Roosevelt again. The next time I went to the White House to discuss atomic energy was April 25, 1945, and



I went to explain the nature of the problem to a man whose only previous knowledge of our activities was that of a Senator who had loyally accepted our assurance that the matter must be kept a secret from him. Now he was President and Commander-in-Chief, and the final responsibility in this as in so many other matters must be his. President Truman accepted this responsibility with the same fine spirit that Senator Truman had shown before in accepting our refusal to inform him.

I discussed with him the whole history of the project. We had with us General Groves who explained in detail the progress which had been made and the probable future course of the work. I also discussed with President Truman the broader aspects of the subject, and the memorandum which I used in this discussion is again a fair sample of the state of our thinking at the time.

#### Memorandum Discussed with President Truman April 25, 1945

1. *Within four months we shall in all probability have completed the most terrible weapon ever known in human history, one bomb of which would destroy a whole city.*
2. *Although we have shared its development with the U.K., physically the U.S. is at present in the position of controlling the resources with which to construct and use it and no other nation could reach this position for some years.*
3. *Nevertheless it is practically certain that we could not remain in this position indefinitely.*
  - a. *Various segments of its discovery and production are widely known among many scientists in many countries, although few scientists are now acquainted with the whole process which we have developed.*
  - b. *Although its construction under present methods requires great scientific and industrial effort and raw materials, which are temporarily mainly within the possession and knowledge of U.S. and U.K., it is extremely probable that much easier and cheaper methods of production will be discovered by scientists in the future, together with the use of materials of much wider distribution. As a result, it is extremely probable that the future will make it possible for atomic bombs to be constructed by smaller nations or even groups, or at least by a larger nation in a much shorter time.*

4. *As a result, it is indicated that the future may see a time when such a weapon may be constructed in secret and used suddenly and effectively with devastating power by a wilful nation or group against an unsuspecting nation or group of much greater size and material power. With its aid even a very powerful unsuspecting nation might be conquered within a very few days by a very much smaller one. . . .\**

5. *The world in its present state of moral advancement compared with its technical development would be eventually at the mercy of such a weapon. In other words, modern civilization might be completely destroyed.*

6. *To approach any world peace organization of any pattern now likely to be considered, without an appreciation by the leaders of our country of the power of this new weapon, would seem to be unrealistic. No system of control heretofore considered would be adequate to control this menace. Both inside any particular country and between the nations of the world, the control of this weapon will undoubtedly be a matter of the greatest difficulty and would involve such thoroughgoing rights of inspection and internal controls as we have never heretofore contemplated.*

7. *Furthermore, in the light of our present position with reference to this weapon, the question of sharing it with other nations and, if so shared, upon what terms, becomes a primary question of our foreign relations. Also our leadership in the war and in the development of this weapon has placed a certain moral responsibility upon us which we cannot shirk without very serious responsibility for any disaster to civilization which it would further.*

8. *On the other hand if the problem of the proper use of this weapon can be solved, we would have the opportunity to bring the world into a pattern in which the peace of the world and our civilization can be saved.*

9. *As stated in General Groves' report, steps are under way looking towards the establishment of a select committee of particular qualifications for recommending action to the executive and legislative branches of our government when secrecy is no longer in full effect. The committee would also recommend the actions to be taken by the War Department prior to that time in anticipation of*

\* A brief reference to the estimated capabilities of other nations is here omitted; it in no way affects the course of the argument.



the postwar problems. All recommendations would of course be first submitted to the President.

The next step in our preparations was the appointment of the committee referred to in paragraph (9) above. This committee, which was known as the Interim Committee, was charged with the function of advising the President on the various questions raised by our apparently imminent success in developing an atomic weapon. I was its chairman, but the principal labor of guiding its extended deliberations fell to George L. Harrison, who acted as chairman in my absence. It will be useful to consider the work of the committee in some detail. Its members were the following, in addition to Mr. Harrison and myself:

James F. Byrnes (then a private citizen) as personal representative of the President.

Ralph A. Bard, Under Secretary of the Navy.

William L. Clayton, Assistant Secretary of State.

Dr. Vannevar Bush, Director, Office of Scientific Research and Development, and president of the Carnegie Institution of Washington.

Dr. Karl T. Compton, Chief of the Office of Field Service in the Office of Scientific Research and Development, and president of the Massachusetts Institute of Technology.

Dr. James B. Conant, Chairman of the National Defense Research Committee, and president of Harvard University.

The discussions of the committee ranged over the whole field of atomic energy, in its political, military, and scientific aspects. That part of its work which particularly concerns us here relates to its recommendations for the use of atomic energy against Japan, but it should be borne in mind that these recommendations were not made in a vacuum. The committee's work included the drafting of the statements which were published immediately after the first bombs were dropped, the drafting of a bill for the domestic control of atomic energy, and recommendations looking toward the international control of atomic energy. The Interim Committee was assisted in its work by a Scientific Panel whose members were the following: Dr. A. H. Compton, Dr. Enrico Fermi, Dr. E. O. Lawrence, and Dr. J. R. Oppenheimer. All four were nuclear physicists of the first rank; all four had held positions of great importance in the atomic project from its inception. At a meeting with the Interim Committee and the Scientific Panel on May 31, 1945 I

urged all those present to feel free to express themselves on any phase of the subject, scientific or political. Both General Marshall and I at this meeting expressed the view that atomic energy could not be considered simply in terms of military weapons but must also be considered in terms of a new relationship of man to the universe.

On June 1, after its discussions with the Scientific Panel, the Interim Committee unanimously adopted the following recommendations:

- (1) The bomb should be used against Japan as soon as possible.
- (2) It should be used on a dual target—that is, a military installation or war plant surrounded by or adjacent to houses and other buildings most susceptible to damage, and
- (3) It should be used without prior warning [of the nature of the weapon]. One member of the committee, Mr. Bard, later changed his views and dissented from recommendation (3).

In reaching these conclusions the Interim Committee carefully considered such alternatives as a detailed advance warning or a demonstration in some uninhabited area. Both of these suggestions were discarded as impractical. They were not regarded as likely to be effective in compelling a surrender of Japan, and both of them involved serious risks. Even the New Mexico test would not give final proof that any given bomb was certain to explode when dropped from an airplane. Quite apart from the generally unfamiliar nature of atomic explosives, there was the whole problem of exploding a bomb at a predetermined height in the air by a complicated mechanism which could not be tested in the static test of New Mexico. Nothing would have been more damaging to our effort to obtain surrender than a warning or demonstration followed by a dud—and this was a real possibility. Furthermore, we had no bombs to waste. It was vital that a sufficient effect be quickly obtained with the few we had.

The Interim Committee and the Scientific Panel also served as a channel through which suggestions from other scientists working on the atomic project were forwarded to me and to the President. Among the suggestions thus forwarded was one memorandum which questioned using the bomb at all against the enemy. On June 16, 1945, after consideration of that memorandum, the Scientific Panel made a report, from which I quote the following paragraphs:



The opinions of our scientific colleagues on the initial use of these weapons are not unanimous: they range from the proposal of a purely technical demonstration to that of the military application best designed to induce surrender. Those who advocate a purely technical demonstration would wish to outlaw the use of atomic weapons, and have feared that if we use the weapons now our position in future negotiations will be prejudiced. Others emphasize the opportunity of saving American lives by immediate military use, and believe that such use will improve the international prospects, in that they are more concerned with the prevention of war than with the elimination of this special weapon. We find ourselves closer to these latter views; *we can propose no technical demonstration likely to bring an end to the war; we see no acceptable alternative to direct military use.* [Italics mine]

With regard to these general aspects of the use of atomic energy, it is clear that we, as scientific men, have no proprietary rights. It is true that we are among the few citizens who have had occasion to give thoughtful consideration to these problems during the past few years. We have, however, no claim to special competence in solving the political, social, and military problems which are presented by the advent of atomic power.

The foregoing discussion presents the reasoning of the Interim Committee and its advisers. I have discussed the work of these gentlemen at length in order to make it clear that we sought the best advice that we could find. The committee's function was, of course, entirely advisory. The ultimate responsibility for the recommendation to the President rested upon me, and I have no desire to veil it. The conclusions of the committee were similar to my own, although I reached mine independently. I felt that to extract a genuine surrender from the Emperor and his military advisers, they must be administered a tremendous shock which would carry convincing proof of our power to destroy the Empire. Such an effective shock would save many times the number of lives, both American and Japanese, that it would cost.

The facts upon which my reasoning was based and steps taken to carry it out now follow.

### U.S. Policy Toward Japan in July 1945

The principal political, social, and military objectives of the United States in the summer of 1945 was the prompt and complete surrender of Japan. Only the complete destruction of her military power could open the way to lasting peace.

Japan, in July 1945, had been seriously weakened by our increasingly violent attacks. It was known to us that she had gone so far as to make tentative proposals to the Soviet government, hoping to

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use the Russians as mediators in a negotiated peace. These vague proposals contemplated the retention by Japan of important conquered areas and were therefore not considered seriously. There was as yet no indication of any weakening in the Japanese determination to fight rather than accept unconditional surrender. If she should persist in her fight to the end, she had still a great military force.

In the middle of July 1945, the intelligence section of the War Department General Staff estimated Japanese military strength as follows: in the home islands, slightly under 2,000,000; in Korea, Manchuria, China proper and Formosa slightly over 2,000,000; in French Indo-China, Thailand, and Burma, over 200,000; in the East Indies area, including the Philippines over 500,000; in the by-passed Pacific islands, over 100,000. The total strength of the Japanese Army was estimated at about 5,000,000 men. These estimates later proved to be in very close agreement with official Japanese figures.

The Japanese Army was in much better condition than the Japanese Navy and Air Force. The Navy had practically ceased to exist except as a harrying force against an invasion fleet. The Air Force had been reduced mainly to reliance upon Kamikaze, or suicide, attacks. These latter, however, had already inflicted serious damage on our seagoing forces, and their possible effectiveness in a last ditch fight was a matter of real concern to our naval leaders.

As we understood it in July, there was a very strong possibility that the Japanese government might determine upon resistance to the end, in all the areas of the Far East under its control. In such an event the Allies would be faced with the enormous task of destroying an armed force of five million men and five thousand suicide aircraft, belonging to a race which had already amply demonstrated its ability to fight literally to the death.

The strategic plans of our armed forces for the defeat of Japan, as they stood in July, had been prepared without reliance upon the atomic bomb, which had not yet been tested in New Mexico. We were planning an intensified sea and air blockade, and greatly intensified strategic air bombing, through the summer and early fall, to be followed on November 1 by an invasion of the southern island of Kyushu. This would be followed in turn by an invasion of the main island of Honshu in the spring of 1946. The total U. S. military and naval force involved in this grand design was of the order of 5,000,000 men; if all those indirectly concerned are included, it was larger still.



We estimated that if we should be forced to carry this plan to its conclusion, the major fighting would not end until the latter part of 1946, at the earliest. I was informed that such operations might be expected to cost over a million casualties, to American forces alone. Additional large losses might be expected among our allies, and, of course, if our campaign were successful and if we could judge by previous experience, enemy casualties would be much larger than our own.

It was already clear in July that even before the invasion we should be able to inflict enormously severe damage on the Japanese homeland by the combined application of "conventional" sea and air power. The critical question was whether this kind of action would induce surrender. It therefore became necessary to consider very carefully the probable state of mind of the enemy, and to assess with accuracy the line of conduct which might end his will to resist.

With these considerations in mind, I wrote a memorandum for the President, on July 2, which I believe fairly represents the thinking of the American government as it finally took shape in action. This memorandum was prepared after discussion and general agreement with Joseph C. Grew, Acting Secretary of State, and Secretary of the Navy Forrestal, and when I discussed it with the President, he expressed his general approval.

July 2, 1945.

Memorandum for the President.

#### Proposed Program for Japan

1. The plans of operation up to and including the first landing have been authorized and the preparations for the operation are now actually going on. This situation was accepted by all members of your conference on Monday, June 18.

2. There is reason to believe that the operation for the occupation of Japan following the landing may be a very long, costly and arduous struggle on our part. The terrain, much of which I have visited several times, has left the impression on my memory of being one which would be susceptible to a last ditch defense such as has been made on Iwo Jima and Okinawa and which of course is very much larger than either of those two areas. According to my recollection it will be much more unfavorable with regard to tank maneuvering than either the Philippines or Germany.

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3. If we once land on one of the main islands and begin a forceful occupation of Japan, we shall probably have cast the die of last ditch resistance. The Japanese are highly patriotic and certainly susceptible to calls for fanatical resistance to repel an invasion. Once started in actual invasion, we shall in my opinion have to go through with an even more bitter finish fight than in Germany. We shall incur the losses incident to such a war and we shall have to leave the Japanese islands even more thoroughly destroyed than was the case with Germany. This would be due both to the difference in the Japanese and German personal character and the differences in the size and character of the terrain through which the operations will take place.

4. A question then comes: Is there any alternative to such a forceful occupation of Japan which will secure for us the equivalent of an unconditional surrender of her forces and a permanent destruction of her power again to strike an aggressive blow at the "peace of the Pacific"? I am inclined to think that there is enough such chance to make it well worthwhile our giving them a warning of what is to come and a definite opportunity to capitulate. As above suggested, it should be tried before the actual forceful occupation of the homeland islands is begun and furthermore the warning should be given in ample time to permit a national reaction to set in.

We have the following enormously favorable factors on our side—factors much weightier than those we had against Germany:

Japan has no allies.

Her navy is nearly destroyed and she is vulnerable to a surface and underwater blockade which can deprive her of sufficient food and supplies for her population.

She is terribly vulnerable to our concentrated air attack upon her crowded cities, industrial and food resources.

She has against her not only the Anglo-American forces but the rising forces of China and the ominous threat of Russia.

We have inexhaustible and untouched industrial resources to bring to bear against her diminishing potential.

We have a great moral superiority through being the victim of her first sneak attack.

The problem is to translate these advantages into prompt and economical achievement of our objectives. I believe Japan is susceptible to reason in such a crisis to a much greater extent than is indicated by our current press and other current comment. Japan is not a



nation composed wholly of mad fanatics of an entirely different mentality from ours. On the contrary, she has within the past century shown herself to possess extremely intelligent people, capable in an unprecedentedly short time of adopting not only the complicated technique of Occidental civilization but to a substantial extent their culture and their political and social ideas. Her advance in all these respects during the short period of sixty or seventy years has been one of the most astounding feats of national progress in history—a leap from the isolated feudalism of centuries into the position of one of the six or seven great powers of the world. She has not only built up powerful armies and navies. She has maintained an honest and effective national finance and respected position in many of the sciences in which we pride ourselves. Prior to the forcible seizure of power over her government by the fanatical group in 1931, she had for ten years lived a reasonably responsible and respectable international life.

My own opinion is in her favor on the two points involved in this question:

a. I think the Japanese nation has the mental intelligence and versatile capacity in such a crisis to recognize the folly of a fight to the finish and to accept the proffer of what will amount to an unconditional surrender; and

b. I think she has within her population enough liberal leaders (although now submerged by the terrorists) to be depended upon for her reconstruction as a responsible member of the family of nations. I think she is better in this last respect than Germany was. Her liberals yielded only at the point of the pistol and, so far as I am aware, their liberal attitude has not been personally subverted in the way which was so general in Germany.

On the other hand, I think that the attempt to exterminate her armies and her population by gunfire or other means will tend to produce a fusion of race solidity and antipathy which has no analogy in the case of Germany. We have a national interest in creating, if possible, a condition wherein the Japanese nation may live as a peaceful and useful member of the future Pacific community.

5. It is therefore my conclusion that a carefully timed warning be given to Japan by the chief representatives of the United States, Great Britain, China, and, if then a belligerent, Russia by calling upon Japan to surrender and permit the occupation of her country

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in order to insure its complete demilitarization for the sake of the future peace.

This warning should contain the following elements:

The varied and overwhelming character of the force we are about to bring to bear on the islands.

The inevitability and completeness of the destruction which the full application of this force will entail.

The determination of the Allies to destroy permanently all authority and influence of those who have deceived and misled the country into embarking on world conquest.

The determination of the Allies to limit Japanese sovereignty to her main islands and to render them powerless to mount and support another war.

The disavowal of any attempt to extirpate the Japanese as a race or to destroy them as a nation.

A statement of our readiness, once her economy is purged of its militaristic influence, to permit the Japanese to maintain such industries, particularly of a light consumer character, as offer no threat of aggression against their neighbors, but which can produce a sustaining economy, and provide a reasonable standard of living. The statement should indicate our willingness, for this purpose, to give Japan trade access to external raw materials, but no longer any control of the sources of supply outside her main islands. It should also indicate our willingness, in accordance with our now established foreign trade policy, in due course to enter into mutually advantageous trade relations with her.

The withdrawal from their country as soon as the above objectives of the Allies are accomplished, and as soon as there has been established a peacefully inclined government, of a character representative of the masses of the Japanese people. I personally think that if in saying this we should add that we do not exclude a constitutional monarchy under her present dynasty, it would substantially add to the chances of acceptance.

6. Success of course will depend on the potency of the warning which we give her. She has an extremely sensitive national pride and, as we are now seeing every day, when actually locked with the enemy will fight to the very death. For that reason the warning must be tendered before the actual invasion has occurred and while the impending destruction, though clear beyond peradventure, has not yet reduced her to fanatical despair. If Russia is a part of the



*threat, the Russian attack, if actual, must not have progressed too far. Our own bombing should be confined to military objectives as far as possible.*

It is important to emphasize the double character of the suggested warning. It was designed to promise destruction if Japan resisted, and hope, if she surrendered.

It will be noted that the atomic bomb is not mentioned in this memorandum. On grounds of secrecy the bomb was never mentioned except when absolutely necessary, and furthermore, it had not yet been tested. It was of course well forward in our minds, as the memorandum was written and discussed, that the bomb would be the best possible sanction if our warnings were rejected.

### The Use of the Bomb

The adoption of the policy outlined in the memorandum of July 2 was a decision of high politics; once it was accepted by the President, the position of the atomic bomb in our planning became quite clear. I find that I stated in my diary, as early as June 19, that "the last chance warning . . . must be given before an actual landing of the ground forces in Japan, and fortunately the plans provide for enough time to bring in the sanctions of our warning in the shape of heavy ordinary bombing attack and an attack of S-1." S-1 was a code name for the atomic bomb.

There was much discussion in Washington about the timing of the warning to Japan. The controlling factor in the end was the date already set for the Potsdam meeting of the Big Three. It was President Truman's decision that such a warning should be solemnly issued by the U.S. and the U.K. from this meeting, with the concurrence of the head of the Chinese government, so that it would be plain that *all* of Japan's principal enemies were in entire unity. This was done, in the Potsdam ultimatum of July 26, which very closely followed the above memorandum of July 2, with the exception that it made no mention of the Japanese Emperor.

On July 28 the Premier of Japan, Suzuki, rejected the Potsdam ultimatum by announcing that it was "unworthy of public notice." In the face of this rejection we could only proceed to demonstrate that the ultimatum had meant exactly what it said when it stated that if the Japanese continued the war, "the full application of our military power, backed by our resolve, will mean the inevitable and

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complete destruction of the Japanese armed forces and just as inevitably the utter devastation of the Japanese homeland."

For such a purpose the atomic bomb was an eminently suitable weapon. The New Mexico test occurred while we were at Potsdam, on July 16. It was immediately clear that the power of the bomb measured up to our highest estimates. We had developed a weapon of such a revolutionary character that its use against the enemy might well be expected to produce exactly the kind of shock on the Japanese ruling oligarchy which we desired, strengthening the position of those who wished peace, and weakening that of the military party.

Because of the importance of the atomic mission against Japan, the detailed plans were brought to me by the military staff for approval. With President Truman's warm support I struck off the list of suggested targets the city of Kyoto. Although it was a target of considerable military importance, it had been the ancient capital of Japan and was a shrine of Japanese art and culture. We determined that it should be spared. I approved four other targets including the cities of Hiroshima and Nagasaki.

Hiroshima was bombed on August 6, and Nagasaki on August 9. These two cities were active working parts of the Japanese war effort. One was an army center; the other was naval and industrial. Hiroshima was the headquarters of the Japanese Army defending southern Japan and was a major military storage and assembly point. Nagasaki was a major seaport and it contained several large industrial plants of great wartime importance. We believed that our attacks had struck cities which must certainly be important to the Japanese military leaders, both Army and Navy, and we waited for a result. We waited one day.

Many accounts have been written about the Japanese surrender. After a prolonged Japanese cabinet session in which the deadlock was broken by the Emperor himself, the offer to surrender was made on August 10. It was based on the Potsdam terms, with a reservation concerning the sovereignty of the Emperor. While the Allied reply made no promises other than those already given, it implicitly recognized the Emperor's position by prescribing that his power must be subject to the orders of the Allied Supreme Commander. These terms were accepted on August 14 by the Japanese, and the instrument of surrender was formally signed on September 2, in Tokyo Bay. Our great objective was thus achieved, and all the



evidence I have seen indicates that the controlling factor in the final Japanese decision to accept our terms of surrender was the atomic bomb.\*

The two atomic bombs which we had dropped were the only ones we had ready, and our rate of production at the time was very small. Had the war continued until the projected invasion on November 1, additional fire raids of B-29's would have been more destructive of life and property than the very limited number of atomic raids which we could have executed in the same period. But the atomic bomb was more than a weapon of terrible destruction; it was a psychological weapon. In March 1945 our Air Force had launched its first great incendiary raid on the Tokyo area. In this raid more damage was done and more casualties were inflicted than was the case of Hiroshima. Hundreds of bombers took part and hundreds of tons of incendiaries were dropped. Similar successive raids burned out a great part of the urban area of Japan, but the Japanese fought on. On August 6 one B-29 dropped a single atomic bomb on Hiroshima. Three days later a second bomb was dropped on Nagasaki and the war was over. So far as the Japanese could know, our ability to execute atomic attacks, if necessary by many planes at a time, was unlimited. As Dr. Karl Compton has said, "it was not one atomic bomb, or two, which brought surrender; it was the experience of what an atomic bomb will actually do to a community, *plus the dread of many more*, that was effective."

The bomb thus served exactly the purpose we intended. The peace party was able to take the path of surrender, and the whole weight of the Emperor's prestige was exerted in favor of peace. When the Emperor ordered surrender, and the small but dangerous group of fanatics who opposed him were brought under control, the Japanese became so subdued that the great undertaking of occupation and disarmament was completed with unprecedented ease.

### A Personal Summary

In the foregoing pages I have tried to give an accurate account of my own personal observations of the circumstances which led up to the use of the atomic bomb and the reasons which underlay

\* Report of United States Strategic Bombing Survey, "Japan's Struggle to End the War"; "If the Atomic Bomb Had Not Been Used," by K. T. Compton, *Atlantic Monthly*, December 1946; unpublished material of historical division, War Department Special Staff, June 1946.

our use of it. To me they have always seemed compelling and clear, and I cannot see how any person vested with such responsibilities as mine could have taken any other course or given any other advice to his chiefs.

Two great nations were approaching conflict in a fight to a finish which would begin on November 1, 1945. Our enemy, Japan, commanded forces of somewhat over 5,000,000 armed men. Men of these armies had already inflicted upon us, in our breakthrough of the outer perimeter of their defenses, over 300,000 battle casualties. Enemy armies still unbeaten had the strength to cost us a million more. *As long as the Japanese government refused to surrender*, we should be forced to take and hold the ground, and smash the Japanese ground armies, by close-in fighting of the same desperate and costly kind that we had faced in the Pacific islands for nearly four years.

In the light of the formidable problem which thus confronted us, I felt that every possible step should be taken to compel a surrender of the homelands, and a withdrawal of all Japanese troops from the Asiatic mainland and from other positions, before we had commenced an invasion. We held two cards to assist us in such an effort. One was the traditional veneration in which the Japanese Emperor was held by his subjects and the power which was thus vested in him over his loyal troops. It was for this reason that I suggested in my memorandum of July 2 that his dynasty should be continued. The second card was the use of the atomic bomb in the manner best calculated to persuade the Emperor and the counselors about him to submit to our demand for what was essentially unconditional surrender, placing his immense power over his people and his troops subject to our orders.

In order to end the war in the shortest possible time and to avoid the enormous losses of human life which otherwise confronted us, I felt that we must use the Emperor as our instrument to command and compel his people to cease fighting and subject themselves to our authority through him, and that to accomplish this we must give him and his controlling advisers a compelling reason to accede to our demands. This reason furthermore must be of such a nature that his people could understand his decision. The bomb seemed to me to furnish a unique instrument for that purpose.

My chief purpose was to end the war in victory with the least possible cost in the lives of the men in the armies which I had



helped to raise. In the light of the alternatives which, on a fair estimate, were open to us I believe that no man, in our position and subject to our responsibilities, holding in his hands a weapon of such possibilities for accomplishing this purpose and saving those lives, could have failed to use it and afterwards looked his countrymen in the face.

As I read over what I have written, I am aware that much of it, in this year of peace, may have a harsh and unfeeling sound. It would perhaps be possible to say the same things and say them more gently. But I do not think it would be wise. As I look back over the five years of my service as Secretary of War, I see too many stern and heartrending decisions to be willing to pretend that war is anything else than what it is. The face of war is the face of death; death is an inevitable part of every order that a war-time leader gives. The decision to use the atomic bomb was a decision that brought death to over a hundred thousand Japanese. No explanation can change that fact and I do not wish to gloss it over. But this deliberate, premeditated destruction was our least abhorrent choice. The destruction of Hiroshima and Nagasaki put an end to the Japanese war. It stopped the fire raids, and the strangling blockade; it ended the ghastly specter of a clash of great land armies.

In this last great action of the Second World War we were given final proof that war is death. War in the twentieth century has grown steadily more barbarous, more destructive, more debased in all its aspects. Now, with the release of atomic energy, man's ability to destroy himself is very nearly complete. The bombs dropped on Hiroshima and Nagasaki ended a war. They also made it wholly clear that we must never have another war. This is the lesson men and leaders everywhere must learn, and I believe that when they learn it they will find a way to lasting peace. There is no other choice.



#### AFTER WORLD WAR I

Nations have recently been led to borrow billions for war; no nation has ever borrowed largely for education. Probably no nation is rich enough to pay for both war and civilization. We must make our choice; we cannot have both.

—Abraham Flexner.

## Guidance and Discipline

SAMUEL BARON, Horace Greeley Junior High School

*Probably no modern guidance service in a school is long in operation before questions and irritations arise concerning its relationship to existing disciplinary services. And unless the answers to the questions derive from sound educational philosophy, psychology, and common sense there is little chance that the irritations will disappear and give place to a meeting of minds productive of effective coordination of the two functions. Because without such understanding and coordination there is the certainty of harm to individual boys and girls and to school morale, High Points offers this discussion of "Guidance and Discipline" in this and the two following articles. [Ed.]*

There is a fundamental tenet in education which at once sets off the areas of guidance and discipline as thoroughly distinct from each other. This principle maintains that at no point in the guidance process may defeat be allowed to enter. Somewhere the process of discipline, however, assumes the aspect of the traditional blindfolded figure of justice with a scale in one hand and a drawn sword in the other. Justice may be blind; but guidance, never. The counselor's open eyes are alert to the myriad forces playing upon the student, who is the center of a process which must be ever sympathetic, positive, and constructive. Discipline, on the other hand, may confront the student squarely with the fact of failure and often with the necessity to suffer directly a consistent consequence. This is the moment at which the guidance worker has to be on hand with the most convincing arguments to prove that failure may mean "down but never out." A sense of failure is so ruinous to morale that in only too many instances does it seriously thwart or even destroy possible success.

To demonstrate effectively the extent of possible success to a student in the face of failure is often so difficult that only a specially trained guidance worker with an adequate allotment of time may attempt the job with any hope for success. His primary task is to marshal all available evidence and facts that may lead to a clear, objective, and positive understanding of himself on the part of the student, then, through rapport and mutual confidence work toward a constructive solution. Insofar as guidance helps to stem failure and to render the counselee more sympathetic to the mores and regula-



tions of school and society, the disciplinarian may consider the guidance worker his ally and competent assistant. Unfortunately, however, since the counselor's main objective is very far from achieving what a teacher may consider more tractable classroom behavior, serious misunderstandings sometimes arise between the traditional disciplinarian and the guidance counselor. Only a thorough mutual understanding can make these two essential aspects of school life function harmoniously.

### **Influence of Guidance on Conceptions of Discipline**

Distinct as the areas of discipline and guidance may be from each other, modern conceptions of discipline have been fundamentally influenced by the entire movement that brought guidance into being. No longer repressively authoritarian, modern discipline follows the principles of mental hygiene and relies to a large extent upon inner constraints towards conformance, and upon social pressures exerted by democratically organized groups such as the class, the club, the school, and the community. Normally, therefore, the disciplinarian's general relationship to the student body is similar to that of the counselor.

This relationship differs mainly in the disciplinarian's special function of helping to adopt and carry out school regulations. While the counselor's standards of student conduct must be strictly those of the school, it is only the disciplinarian's office which carries out the treatment of infractions. It is this principle which dictates the common and correct sequence of referrals, namely, from teacher to disciplinarian, and only from the latter to the counselor. The school regulation, for example, that the third lateness requires a parent to confer with the disciplinarian or his assistant may produce desired results in many instances. If, however, this and subsequent fixed steps fail in their objective, the case may be referred to the counselor for a more thorough investigation and possible general adjustment.

### **Danger of Merging Guidance and Discipline**

The danger of merging these two functions in the work of one person lies in the impossible task of determining exactly where one ends and the other begins. This difficulty is strikingly evidenced in the routine experiences of the classroom teacher in her contacts

with some of her charges. When to understand and to condone? When to discipline? Her role generally approximates that of the counselor in its philosophy and attitude, but in her treatment of minor classroom infractions, she assumes perforce the role of disciplinarian. Only the fine integration of her own personality will solve the problem of merging the two aspects harmoniously. Questions constantly arise in her mind. Did she not lean too far backward in Johnnie's case? Wasn't she really babying the boy? Wasn't she too much the softie? Self-accusations arising both from internal misgivings as well as from doubts concerning the classroom situation often determine a definite compensatory swing in the opposite direction. At the very next instance of unruliness, no matter how slight, she will "crack down" with a severity out of all proportion to the offense, much to the child's bewilderment and to her own subsequent chagrin. Practically all teachers can be observed veering thus with more or less regularity between one attitude and the other.

Fortunately for the school at large the delegation of guidance and discipline to two distinct offices relieves the counselor of taking disciplinary measures which would seriously nullify his guidance efforts. The disciplinarian at the same time is relieved of the concern lest he fail to provide an opportunity for more intimate rapport. This specialization of function also greatly helps the student in his own approach to one or the other of these workers. Understanding clearly the respective role of disciplinarian and counselor, the student avoids that ambivalence in his own mental set which would otherwise aggravate his disturbance and hamper his progress to readjustment. Altogether the separation of guidance and discipline into two distinct educational areas is of the greatest benefit to the student as an individual and to the harmonious functioning of the school as a whole.



### **ADULT EDUCATION**

I first became interested in adult education more than thirty years ago, at the age of ten, when I and two of my school friends held an indignation meeting in the woodshed and came to the profound conclusion that it was the grownups, and not ourselves, that really needed educating.

—Jan Struther in *A Pocketful of Pebbles*.



# The Counselor's Role in Discipline

ALICE K. HEWITT, Christopher Columbus High School

Disciplinary action is both necessary and desirable in the educative process and therefore has an important place in school life. In its narrow sense, discipline means the infliction of punishment for the purpose of training in obedience and submission to authority. In its broader sense, discipline means the training of an individual to qualify him for harmonious and effective action. Educators take part in both kinds of discipline but have, in modern times, greatly reduced their emphasis on its punitive aspects, placing their reliance on the natural desire of most children to conform. However, even in the best of schools, situations arise more or less frequently which require disciplinary action.

**AIMS AND PRACTICES.** The teacher or administrator who is confronted with such a situation finds it helpful to analyze the student's misdemeanor and his reaction to it in order to determine whether it is merely a simple prank easily dealt with or whether it stems from fundamentally bad attitude and warped personality. In the latter case, the student may or may not benefit from severe censure but is definitely in need of a much more thorough treatment, called counseling. Counseling aims at change in the thinking and feeling of the child and therefore involves patient effort, understanding, and much time.

The best guidance practice is to assign the work of counseling to specifically qualified persons and to allow them sufficient time for it. This does not mean that other members of the faculty cannot or do not share in the counseling of students. Every member of the faculty should take part in it, but it is seldom systematically carried on according to a comprehensive plan unless the responsibility for the work is clearly placed and time allowed for it.

Another accepted guidance practice requires that persons doing counseling should not be expected to mete out punishment because they thereby find it unnecessarily difficult to gain the confidence of the student and to win his active cooperation. When the teacher or administrator refers a "discipline case" to the counselor, it should therefore be for counseling only and not for punishment. Counseling is a slow process, as said before, and results should not be expected too soon.

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**DIAGNOSIS.** The counselor's first function in dealing with the discipline referral is to determine how serious the student's personality problem is. Extreme cases need psychiatric diagnosis and treatment, and the counselor refers these to a suitable agency after obtaining the parent's consent and the child's cooperation. Teachers who are unfamiliar with guidance work might assume that this ends the counselor's responsibilities, but such is far from the case, since frequent consultations with the social worker and teachers concerned are necessary; interviews with the child are more frequent as the suggestions of the agency are put into effect. Psychiatric treatment is only slowly effective and may even for awhile stimulate more troublesome behavior before a balance is achieved. Then, too, there are some cases that seem not to yield to any treatment.

This article is not concerned primarily with extreme cases of personality problems related to discipline but with the milder ones that can be handled in the school by means of planned and more or less protracted counseling. Counselors may approach such cases, during the first interview, in various ways. One approach, too often used by the inexperienced worker, is to be overly sympathetic so that the student is encouraged in feeling that he has been mistreated and thinks he is relieved of further responsibility. This is inadvisable because it weakens the student and hampers the growth of his personality. It demoralizes not only him but the teachers concerned and should clearly be avoided. A better approach, though far more complex, is more permanently effective. It draws the story from the student, by strategic questioning modifies and influences his views, and finally motivates him toward improvement in attitude. Unless his thinking goes along each step of the way, the interview becomes unproductive. It is therefore essential to proceed carefully and slowly, taking the next step in the discussion only when the student's mind is ready to absorb it.

**THE INTERVIEW.** The major aims to be achieved in any counseling interview are:

- to gain an understanding of the student, his motives, and his environment
  - to help him understand himself and his environment, which includes the people with whom he is associated
  - to stimulate and help him make a good plan for the future
- The special aims of an interview particularly related to discipline are:
- to help the student get an objective view of his misdemeanor



to develop an amiable feeling toward the person with whom he came into conflict  
 to explain the need of accepting authority  
 to help him view his error with a sense of proportion so that he neither considers it trivial nor is overwhelmed by its magnitude  
 to give him confidence toward making a better adjustment  
 to point out in concrete and understandable terms the steps by which he can achieve that better adjustment

**ADAPTING TECHNIQUES.** The counseling techniques used must be adapted to the personality of the student. A timid child needs great kindness and encouragement while a bold, egocentric boy needs to be jolted out of his complacency. Bright children see the point of one's discussion more readily, but they, like other children, will not change in attitude unless an appeal is made to their emotions: Various emotions can be brought into play—affection for parents, consideration for the comfort and welfare of classmates and teacher, or pride in a good record. Desirable emotions only should be evoked by the counselor and should be substituted for any destructive emotions—such as hate and the desire for revenge—that may become evident. Students who feel hopeless about achieving a better adjustment can often be stimulated by illustrations of others who have overcome similar obstacles. A very important part of the counseling process is the sincere interest of the counselor in the student's progress. This interest must be made apparent to him, so that he feels encouraged to make renewed effort.

**PERSONALITY CLASHES.** In situations where there is a clash of personality between teacher and student, which can happen with even the very best of teachers, it is usually possible to bring the student around to a realization of the importance of learning how to get along with people and of submitting to authority so that no matter how irritated he may feel, he will resolve to be patient and cooperative. In such cases, occasional lapses are understandable, but if the student is encouraged to keep trying he will feel that he is winning a victory over himself and will gain in self-control. As a general rule, the practice of removing a pupil from a class should be resorted to only at the request of the teacher.

Occasionally a teacher's wounded feelings make her demand that an obstreperous student apologize to her and the class. With some pupils, this makes a happy adjustment very, very difficult. Some can

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bring themselves to apologize, but often it is done too glibly without sincerity. A sensitive boy who really intends never to repeat the offense may not be able to bring himself to mouth an apology, and the situation reaches an impasse. Fortunately most teachers feel that the best apology is in the form of better behavior and they are ready to forgive, receiving the erring student back into the fold with the right kind of casual and not unpleasant manner which makes it easy for him to adjust.

It is a helpful procedure for the counselor to confer with the teacher both before the interview to get his account of the incident and before sending the student back to class. In this way, the counselor can avoid being "taken in" by the pupil's story and can inform the teacher about the aims and results of the interview and about any significant facts that have emerged concerning his background. At this point it is well to recall a cardinal principle of counseling—that all available facts about the counselee must be gathered before the interview. This information can be rounded out during the interview, so that an adequate picture may be gained of the student and of the significant factors in his home and school, and his social, physical, and mental background. As we know some pupils better, we wonder that they behave as well as they do and we find ourselves becoming far more tolerant. It is of course understood that any information given in confidence should not be divulged because such a practice would destroy the student's faith in the counselor and make further progress impossible.

**DISCIPLINE REFERRAL.** Among values of the discipline referral in counseling is, first, that defects in the personality of the student are revealed, giving the counselor something very definite to begin with in the interview. Second, the student usually can be made to feel a definite motivation toward better adjustment with resulting growth in personality. By holding out hope of improvement and pointing out the ways of avoiding repetition of the error, the counselor helps the pupil avoid the depression and withdrawal which generally follow criticisms and disapproval, and which so markedly retard learning.

Often girls and boys are honestly at a loss to know why they have offended. The counselor can bring about a realization of the need for putting oneself in the other person's place, and can help the youngster see himself and understand his effect on others.



WORKING WITH OTHER AGENCIES. In cases where some factor in the home has warped the personality of a pupil, it is necessary to work with the parents or with a family agency in an effort either to remedy the difficulty or to assist him in making a good adjustment to it. An illustration of this point is the case of Robert, a noisy boy who frequently interrupted the lesson to make some inconsequential remark, naturally annoying the teacher and the rest of the class. As the counselor worked with the boy, it became evident that his mother favored the older brother, an excellent student, and was irritated with Robert whose abilities lay along mechanical lines rather than school studies. Robert felt impelled to make an effort to recite, but his attempts went awry. When this became clear, the boy's program was modified to include shop work, and his vocational plan was focused toward the field of mechanics after obtaining the parent's consent. The mother was urged to refer less often to the brother's virtues and to praise and encourage Robert for his skill and diligence in keeping the gadgets about the house in good repair. She was also brought to a realization of the importance of mechanical work as a vocation. Fortunately, the mother was cooperative and Robert's problem was soon under control.

Another student, Esther, was a bright girl with a ninety per cent average. Her entire efforts were devoted to her studies, and she was loath to help in the home room, never volunteering her aid. When her teacher asked her to go on an errand, she begged off. After several instances of this, she was sharply criticized and marked down in cooperation. This brought on a hysterical and impudent outburst. When interviewed, she gradually came around from a feeling of being unjustly treated to a realization that she had not really been a good citizen of the school. Her naturally ambitious nature was directed toward giving service as well as getting high grades, and she soon discovered an intrinsic pleasure in the experience. Her personality became more gracious and without doubt she was a happier person.

Human beings are so very complex that no one who works with them can hope for complete success in influencing their attitudes. Success may come only after extended effort, or it may never come. There are so many opposing elements in the lives of children that nullify the influence of the school. Yet so often we see our most troublesome and unresponsive students later develop into worthwhile citizens. Is it maturity alone that works the change, or have our efforts really borne belated fruit?

## The Coordination of Guidance and Discipline

ELSA G. BECKER, Christopher Columbus High School

The administrator who accepts the fairly widespread opinion of guidance authorities that it is advisable to separate the functions of guidance and discipline is confronted by the necessity of reconciling what seems at first sight to be mutually opposed aims. On the one hand there is the need to bring culprits to justice speedily and effectively; on the other, the desirability of assisting pupils to make and carry out purposeful educational and vocational plans, and to achieve their fullest personality development. There can be no question of the precedence of either aim over the other. The competent counselor not only will not intervene in the carrying out of a just penalty for wrongdoing by a pupil under her guidance, but will also recognize the benefits to be derived by him from external discipline and will make it as salutary an experience as possible by interpreting it to him in constructive terms. And, the competent disciplinarian will impose whatever penalty fits the particular case, rejoicing that the counselor will follow through with such long-term diagnosis and treatment as may be necessary to reach the deeper causes of misbehavior.

CLASSROOM GUIDANCE. We are not here concerned with those simple infractions of school decorum which subject and home room teachers have from time immemorial found incidental to their work and which they handle by combining the roles of disciplinarian and counselor. What teacher does not by turns persuade and punish a refractory pupil in the effort to effect a change of behavior and maintain class morale? There can be little doubt that the great bulk—maybe 95%—of effective guidance and disciplinary work that takes place in a school is done in just this way. Such work operates as a screening process which identifies the small percentage of pupils for whom it is necessary to call upon a higher authority.

SPECIAL CASES. It is with this remaining number that our discussion is chiefly concerned, for it may be assumed that with them the teacher has gone as far as she can reasonably be expected to go. She has by turns persuaded, preached, and punished. She has adjusted the pupil's course, has modified her own classroom methods



and standards to meet his abilities and needs, has provided individual incentives, has obtained the cooperation of parents, has made an effort to treat the causes of trouble rather than the symptoms—any or all of these—but to little avail; the disorder persists. This happens on occasion to the best of teachers, to those who understand why high school boys and girls misbehave; who know their proneness in our day and age to lack of respect for rules, for authority; who recognize the developing individualism and gregariousness that mark adolescence and make for so much irritating behavior in school and at home; who know how to deal with the restless motor type of boy, the nervous, unstable, spoiled girl, the hypersensitive pupil, the pupil handicapped by low ability, the victim of bad environment. However, even such teachers, self-assured, friendly, and informed, and above all possessing that invaluable aid to discipline, a sense of humor, find it necessary on occasion to refer pupils to a higher authority for further handling. This may take the form of punishment for grave or frequent misconduct in order to deter the pupil as well as to preserve school morale; or it may necessitate long-term examination and treatment of the pupil's difficulties in order to produce the reconstruction of deeply ingrained habits and attitudes; or, and most frequently, it may demand both.

**COORDINATION.** It is in any of these circumstances that the need to coordinate guidance and discipline becomes paramount. It is here that the tendency of administrators and teachers to solve problems by legislative means comes in conflict with the newer guidance method of clinical analysis—a conflict not of principles but of such relatively superficial considerations as the force of long established habits in dealing with offenders and the pressures of time and inadequate personnel. The too busy administrator as disciplinarian is understandably impatient of time-consuming investigations; teachers hard pressed to produce subject matter mastery are just as understandably irritated by a clinical process that looks suspiciously like coddling; and counselors are naturally fearful of hastily administered penalties which may fit the offense but not the offender.

**UNDERSTANDING.** Does not the solution lie in working out some mutual understandings of the functions of disciplinarians and counselors? Most school faculties today are at one in admitting the superior results to be obtained from treating causes rather than symptoms; they agree that long-established attitudes of individuals

cannot be reconstructed overnight; they realize that the schools of today are in a transitional stage which requires of them nothing short of the patience of a saint in reconciling the findings of modern psychology and mental hygiene with existing conditions of class size and curricula. These realizations are an excellent foundation on which to effect coordination between the work of disciplinarians and counselors, coordination which means essentially that neither would adopt a course of drastic action before consultation with the other, or at least before obtaining all available facts about the pupil under consideration. The administering of a severe penalty is not thereby obstructed, but merely delayed. And the delay is usually negligible once the habit of consultation between disciplinarians and counselors is formed and a functioning cumulative record system installed. Furthermore, such delay is apt to be slight compared with the loss of time which may be occasioned by conflicts in treatment, for ill-advised punishment can all too easily retard the headway which a pupil may be making under the guidance of a counselor; just as guidance may suffer serious loss in effectiveness if the counselor is not aware of a penalty imposed by the disciplinarian.

In an attempt to provide the necessary intercommunication between administrators and counselors in their work with individuals, one school held a series of conferences which resulted in the following memorandum.

### Notes on the Coordination of the Work of Administrators and Counselors

#### I.

#### SOME IMPORTANT CONSIDERATIONS ON WHICH TO BASE PROCEDURES FOR COORDINATION

A. Discipline in its broadest sense includes guidance, and guidance includes discipline. However, it is not the function of the counselor to administer discipline in the sense or spirit of punishment. The chief reason for this is that the counselor thereby weakens his effectiveness as an adviser, reducing the chances of obtaining a free expression of the pupils' problems.

B. Punishment per se for the breaking of school rules is needed for the adjustment of individuals and for school morale. This applies to pupils under counsel as well as others. It is the function of the administrators to punish offenders referred to them.

C. In carrying out this disciplinary function administrators are under the necessity of reconciling the desire to act speedily with the need to fit the punishment to the nature of the individual situation. This necessitates learning the available facts about the pupil, which delays action.



D. Coordination between counselors and administrators is needed to integrate the efforts of both on behalf of pupils, and to establish and maintain school morale. This works both ways; the counselor's responsibility is to some extent covered by the fact that all interviews and guidance procedures are reported in the case record. The administrator's responsibility is partially covered to the extent that the discipline report records action taken by him. However, there is at present an important gap in our procedures in that no coordination is systematically provided for at the point where the administrator is called upon to deal with a delinquent pupil.

E. If the visit of a parent is involved, both the counselor and the disciplinarian should always be given the opportunity to see the parent. This further integrates the work of both with that of the parent in the interests of the pupil. It also prevents a duplication of parent visits.

F. The pupil should never become aware of conflict between counselor and administrator concerning the handling of his problem.

## II.

### THE COORDINATING PROCEDURE SUGGESTED FOR THE USE OF ADMINISTRATORS AND COUNSELORS IN THE LIGHT OF THE FOREGOING CONSIDERATIONS IN CASES WHERE THE PUPIL HAS BEEN ASSIGNED TO A COUNSELOR FOR GUIDANCE

A. The administrator will consult the pupil's permanent record and cumulative record envelope and will read the guidance case record contained either in the latter or in the confidential file. The existence of confidential material is indicated on the permanent record under the counselor's name.

B. If the record gives no indication that special methods must be used in handling the pupil (e.g., the guidance given has been straight vocational advising, or college planning, or personality adjustment relating to isolated instances of what may be called "normal misbehavior"), then the administrator may proceed with any treatment short of the drastic or severe.

C. If, however, the guidance record indicates the need for more careful coordination of the administrator's and counselor's treatment of the pupil, the administrator will get in touch with the counselor to ascertain the best way of dealing with the pupil. This may be by means of an exchange of notes, telephone conversation, or personal interview. Note that it is usually best for the pupil not to be present during the discussion between administrator and counselor, unless there is a specific purpose to be served by his presence. It is difficult to define the type of case referred to here, but roughly one may say that pupils whose problems stem from deep-seated or intense emotional instability, poor physical or mental equipment, or sordid home environment require this special consideration on the part of administrators. Such pupils may also be identified by the continuance over a long period of the counselor's services, which usually indicates the presence of a pattern of persistent or chronic pathological behavior.

D. In any type of case under counsel, however, regardless of the distinctions made in B and C above, wherever the administrator considers it advisable to take drastic steps (e.g., change of program of studies, of high

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school course, transfer to another school, school leaving, curtailment of privileges which may conflict with a well-advised plan already made) discussion with the counselor is important in order that the pupil may get the best chance for adjustment.

E. The counselor will record significant data in the pupil's case record, and will file it in the cumulative record envelope or the confidential file, as the material may require.

F. The counselor will regard the disciplinary reports of administrators on file in the cumulative record envelope as important background information for her work with pupils, and will be careful to avoid treatment which may be or may seem to be in conflict with the administrator's treatment of the pupil. When in doubt on this point, the counselor will confer with the administrator.

G. If the administrator and the counselor cannot agree upon a course of action, the administrator will consult the chairman of the guidance department, and if even then agreement is not reached, the principal's advice must be sought.

H. The administrator will keep the counselor informed of action taken by means of the discipline report form filed in the cumulative record envelope.

## III.

### THE COORDINATING PROCEDURES SUGGESTED FOR THE USE OF ADMINISTRATORS IN CASES WHERE THE PUPIL HAS NOT BEEN ASSIGNED TO A COUNSELOR FOR GUIDANCE

A. Send for and read the cumulative record (permanent record and cumulative record envelope).

B. Treat the pupil in the light of the available information and file a discipline report describing the situation in the cumulative record envelope.

C. Refer the pupil for assignment to a counselor when need is indicated by filling out form GIR and sending it to the chairman of the guidance department.

This plan for coordinating guidance and discipline has not been in operation long enough to have proved itself; and it is not presented here with any notion that it is the final word on the subject, but in the hope of inviting constructive criticism. It is merely the first step in an attempt to provide integration of the efforts of two important types of workers in our schools who all too frequently lose sight of the tie which makes them one—the individual pupil's need of both guidance and discipline.

### A NEW TASK FOR ANCILLARIES?

As an aid to parents, the Tory Reform Committee of England suggested in a pamphlet, *Tomorrow's Children*:  
 "Children's parking places with an ancillary sitters' service to care for children while parents go out together."



## Better Articulation Between Junior and Senior High Schools\*

ELIAS LIEBERMAN

It is a time-honored and psychologically understandable practice for a higher educational institution to accuse the lower which feeds it of innumerable shortcomings. Thus, colleges blame high schools for poor preparation of entering freshman classes. High schools, in turn, reproach junior high schools for the lapses from scholastic grace to which tenth year pupils are subject. The junior high school, not to be outdone in the game of finding a whipping boy, censures the elementary school for inadequate drill work on essential skills. And the elementary schools? Well, there is always the parent, the inconsiderate, school-disrupting parent, who must assume final responsibility for everything that is wrong with the "whole child."

**ARTICULATION.** Improvement of articulation between junior and senior high schools presupposes a partnership in educational planning between teachers on both levels. On the one hand the junior high school student must not be "prepared" merely in accordance with a fixed concept of what a high school demands in curricular content. On the other hand, the senior high school teacher must be sympathetic and resourceful enough to continue the educational process for all children who come to him in accordance with their capacity to learn. That must be the determining factor in classification, assuring a purposeful flexibility advantageous to the most important person for whom an educational budget is provided, the young pupil.

**NEW CONCEPTION OF EDUCATION.** The present speaker remembers a day in the not-too-distant past when high school teachers of a certain snobbish type actually prided themselves on the high mortality achieved in their classes. Mathematics and languages winnowed their victims without mercy. English, the social studies, and the sciences, too, were terrifying for those who greeted them from the wrong side of our intellectual railroad tracks. If the child did not fit the Procrustean bed intended for him, so much the

\* Address delivered by Dr. Elias Lieberman, Associate Superintendent of Schools, New York City, at the Luncheon Conference of the State Association of Secondary School Principals at Syracuse—Friday, December 27, 1946.

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worse for him. That was the general assumption. But this was in the days when working papers were obtainable by children thirteen years old. With the longer span of instruction came the more humanitarian practice of suiting instruction to the individual student even if his parents were careless enough to dole out to him only an I.Q. between 75 and 90—yes, even lower, until we reach the barbed wire fence separating the child of retarded mental development from the socially and mentally irresponsible idiot. This change had to come about in a nation which in 1870 had approximately only 80,000 students enrolled in secondary schools but which by 1940 saw this number grow to 7,000,000. The pattern of education for the elect few had to be discarded for a broader, more honest, and more socially useful concept of "education for *all* American youth," to use the title of a very interesting study sponsored by The Educational Policies Commission of the National Education Association in 1944. Today, if a child fails to get any benefit from his schooling we suspect that it is the school and not the youngster that is the misfit.

**THE "AVERAGE" DELUSION.** There is no escape from the conclusion that elementary schools, junior high schools, and high schools cannot, without committing costly educational blunders, slant their aims to meet the needs of pupils in accordance with their average achievement in the language arts and in mathematics. There is no "average" pupil. He is just a phantom of the statistical mind. Recently I read an anecdote that has implications for all teachers at all levels. It seems that Bishop G. Bromley Oxnam, President of the Federal Council of Churches, made a speech in which he discussed the average man. Bishop Oxnam insisted as I am doing at the present moment, that there is no average man whose hopes and problems fit into a common niche. To illustrate his meaning he told of the Army selecting twelve thousand men and measuring the size of their shoes. The sizes averaged nine. "And yet," noted the Bishop, "if the army then issued size nine shoes to all soldiers our infantry would have been unable to march."

**THREE TRACKS.** Translating this in terms of desirable optimum practices in junior high schools and in high schools at the impressionable period of adolescence, we must devise means of adapting our instruction not only to the needs but to the capacity of every



pupil who comes to us. Thus, I submit for your consideration the possibility of having three separate tracks in schools of both levels for slow, normal, and superior learners respectively. The junior and senior high school periods combined may be lengthened to seven years for the first group, kept at six for the second or normal contingent, and abbreviated to five for those who plan entering the learned professions and have I.Q.'s and achievement grades to justify such an ambition.

**ACCELERATION vs. ENRICHMENT.** Incidentally, I am not an advocate of acceleration where an enriched curriculum can be offered. For boys and girls, however, who are looking forward to medicine, law, engineering, teaching, and other careers for which long preparation must be made—particularly medicine—a year gained in this way is valuable. With the life span what it is and sixty a possible retirement age in the highly mechanized future, many doctors starting practice at thirty and over after an arduous internship are seriously handicapped.

Within each track individuation of instruction must be effectuated. This means smaller registers, better personnel records and provision for continuous guidance in both junior and senior high schools by teachers carefully trained to deal with educational and vocational problems of young people.

**GUIDANCE ESSENTIAL.** Without an effective guidance set-up any sound approach to articulation between junior and senior high schools is unthinkable. If our efforts are to be sequentially meaningful, teachers of both groups must be charged with responsibility for guidance as well as instruction. Special counselors should be provided on both levels to undertake in-service training of teachers because too much is at stake, educationally speaking, for schools to rely upon methods of trial and error. May I recall some significant developments in our modern schools which emphasize this need, if better articulation is to be achieved:

1. The exploratory function of the junior high school.
2. The extension of testing programs on both levels.
3. The great increase in behavior, health, economic and social problems, especially in concentrated low-economic areas feeding both junior and senior high schools.
4. The fast-changing educational and vocational aspects of our contemporary world.

5. The growth in number and in kind of high school courses intended to realize subject constants in terms of outcomes as indicated in *Basic Issues in Secondary Education*, a recent report of the New York State Education Department with which you are all familiar.

**IN CONCLUSION.** Since this talk at best must be suggestive rather than comprehensive, I am pleading for new accords, transcending anything achieved in the past, among teachers of junior and senior high schools for the benefit of oncoming generations whom it is our privilege to develop. If our job is well done—and that means abandonment of old professional rivalries and jealousies and a great resurgence of cooperative enterprise—we shall have the satisfaction of performing our sacred task with self-approval and with profit to those we serve.

And if working as educational teams we are ever inclined to underestimate our important professional roles because our salaries are low and our working conditions often not as agreeable as they might be, let us recall Horace Mann's warning words: "*Education is our only political safety. Outside of this ark all is deluge.*"

#### SCHOOL WORDS

**DESK:** Disc or disk, dish and dais originate from the same word, the Greek "*diskos*," through the Latin "*discus*," or "*discum*." The *discus*, as we all know from the famous statue of the *Discobolos* by Myron, was literally something to be thrown. This bit of information is not intended to give anybody ideas of what to do with a desk. The word "*discus*" was applied to broad shallow vessels because of the resemblance in shape, and the meaning has of course been extended. In Late Latin the word came to mean a table from the idea of the flat surface. In French the word developed into "*dais*," a high table or platform whose essential feature was a flat surface. Similarly we get "desk" through the Italian form "*desco*."

—M. R.



## What Ails Shorthand?

WERA G. MITCHELL, Straubenmuller Textile High School

I have just finished marking a set of stenography papers—just a vocabulary test in which the pupils were required to transcribe the words dictated into longhand. Every word on the test was "familiar." Each had been selected from the textbook, where the printed longhand appears next to the shorthand outline. Every word had been practiced repeatedly, in and out of context. I am, nevertheless, confronted with the following non-inclusive list of spelling errors, and I am, of course, supposed to do something of a "remedial" nature about this "revealed weakness."

**TAKING TEMPERATURES.** For quantitative reasons the word "thermometer" deserves special consideration. Now, aside from the instructional material used and the special presentation of this word when it comes up in due course, a thermometer is a sufficiently commonplace instrument that fourth-term high school pupils might reasonably be expected to *know* the word, to be able to define it, to spell it and pronounce it, and if necessary divide it correctly. Failure to write the shorthand outline correctly is for me, a shorthand teacher, much more understandable than failure to spell and pronounce the word correctly. But just look what happened to "thermometer" at the hands of 17 of the 36 young hopefuls out of whom I am trying, God helping me, to make stenographers:

therometer	tenmometer	thermometer
thermomitor	thermonter	thermoter
thrmometer	theometer	thermomter
termometer	themometer	theremotr
themoneter	themoeter	thirommeter
thermomiter	termonter	

**FURTHER SYMPTOMS.** Now, if there are those who think "thermometer," with its four syllables, is much too hard a word for 4th term high school pupils (who are nevertheless deemed to have sufficient native ability to study stenography) what apology could be made for the rest of my list—gleaned from just this one test? Consider the following:

itamized	sinerly	wonerful	sugust	prompted
			(suggest)	
idemized	sincerely	tennent	aquainted	retaince
				(retains)

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hiterto	exitment			
herorto	exitement	revice	controll	conterbate
herito	excitment			(contribute)
	exictment	jugement	deffense	
tommorrow				satistion
tommoro	premet	equiptment	buliten	(satisfaction)
tormorro	permet			
		supprise	gentilmen	machanery
estermate	promit			
esitmate	(permit)	desission	bagage	

**INCIDENCE OF THE DISEASE.** The appalling part is that this is not unusual—in shorthand classes. I cannot believe, on the basis of experience in other New York City high schools and of frequently reiterated comment from many shorthand-teacher acquaintances, that atrocious spelling is merely an unfortunate local situation. On the contrary, my shorthand classes at Textile High School seem to me to be cut from pretty much the same piece of melting-pot cloth as the pupils I have taught elsewhere in this city. I doubt if there is a shorthand teacher in New York City but could, out of her own daily experiences, draw up a list similar to the one contained herein.

**NEEDED, A DIAGNOSTICIAN!** It seems to me that there is something seriously wrong somewhere in the instructional program—and I mean long before the problem is dumped in the unfortunate lap of the shorthand teacher. Why can't these youngsters—who can be taught so many things so well—be taught to spell? And punctuate? And write a sentence complete with subject and predicate? I am convinced that the reason they can't at least *spell* by the time they reach the 4th term of high school (and Stenography 2) is simply that they haven't been *taught to spell*.

They have been taught a lot of things that may "enrich" their living (provided, of course, they also develop the earning capacity to pursue and to satisfy the interests thus developed), but they haven't been taught a very necessary tool to success in a popular, major vocational activity—stenography. They don't know, when they come to the shorthand teacher, what is meant by a syllable. They haven't been taught, it would appear, to recognize syllables, to pronounce words by syllables, to listen to the *sounds* in the words. They



seem to have been taught to read by looking at word-wholes—just as “Functional Method” shorthand pupils are taught to read shorthand by recognizing whole outlines. And just as so many “functionally” taught shorthand pupils cannot recall a shorthand outline correctly in its entirety and “slither” over it, so these pupils, while recognizing words as wholes—and doubtless grasping the general meaning of the words in context, can’t break them up into their parts and spell them correctly. So, they just “slither” over the word and come up with “hiterto” and “idemized.” But while appreciation may be enough in a literature or a history or a science or a math class—it just is *not* enough in a stenography class—nor in an office.

COMPLICATIONS. The above analysis of what may be wrong is doubtless superficial and, for all I know, it may be unsound. But this I do know: the struggle to teach our shorthand pupils to spell, together with the struggle to overcome various other mechanical English weaknesses, is taking a serious toll. Merely because it is obviously fundamental to success in stenography, the spelling problem is the shorthand teacher’s first and most vigorous line of attack. It definitely is not the only English problem with which she wrestles—while she also *tries* to teach shorthand, defeated before she starts.

CONSULTATION NECESSARY. Other less obvious factors are, of course, involved in any sane solution of this English problem as it affects the shorthand teacher. It is *lese majeste* even to breathe some of them. But this much I feel constrained to say: It is all very well for statistical experts to compile results showing comparative achievement in the various subject fields, comparisons which invariably show shorthand at or near the bottom of the list; it is all very well for supervisors and administrators, goaded perhaps by superficial conclusions drawn from such studies, to nag away at the teachers to produce better results. But until supervision and administration can get together to do something about the fundamental problem, and do it long before the pupils reach their 3rd or 4th term of senior high school, there to be stymied by a determined shorthand teacher who says, “They shall not pass—if they can’t spell,” the shorthand teacher might just as well save her strength. She cannot make a competent stenographer out of an illiterate, even though the illiterate has been promoted term after term—and with passing marks in English. Others should understand this.

## WHAT AILS SHORTHAND?

IMPASSE. Little wonder, then, that shorthand teachers, caught between the devil and the sea, are at their wit’s end. We cannot in the few terms at our disposal, on a side-line, stolen-time basis, accomplish that which the elementary schools, the junior high schools, and the English departments of the senior high schools have collectively failed to accomplish. Valiant and serious as are our belated, part-time efforts, we are in the unhappy position of a handful of men trying frantically to stem a tidal wave, which just keeps right on coming. Every test given, every letter transcribed presents another batch of misspelled words. Today it was “termometer” and “itermize” and “tomorro.” But “tormorrer” it will be “supprise” and “estermate” and “dessision.”

Well, I must plan something of a remedial nature to overcome the “weaknesses” revealed on this test I have just marked. Where to begin! When to teach shorthand! Or whether to teach shorthand at all? Ah! That, methinks, is a pretty question.

WERA G. MITCHELL • Straubenmuller Textile High School

## A TECHNICAL DIFFICULTY

There’s another version of the famous story about the man who read the telephone directory from A to Z and when asked what he thought about it, replied:

“Frankly, I thought the plot was horrible but man alive, what a cast!”

This one is about the fellow who ploughed his way through a dictionary and when asked his opinion answered:

“The author has a remarkable sense of continuity but no feeling for plot!”



## The Antiquarian's Corner

### MORE ON HUMOR

As I noted in the January Corner, an article in *High Points* adumbrated a topic which has long been neglected by students of education.\* However, I was happy to note that in the November, 1946 number a writer included in his exegesis on how to be a good teacher examples of classroom humor which always makes the pupils laugh.\*\* "SOPHOMORIC," the side-head screamed but my own appellation has always been, "PROFESSORIAL."

This article appeared a few days after my own request for examples of classroom humor had been sent off—there is a lapse of months between the writing of an article and its subsequent printing in *High Points*. My request and Mr. Glicksman's article crossed: we apparently were thinking of the same topic without any communication between us. That is how great movements always start. They are not the work of a single person but the result of accumulating forces which set many minds to work at the same time on the same problems. So Leibnitz and Newton discovered the calculus almost simultaneously; so Wallace and Darwin evolved the theory of evolution unknown to each other; so the planet Neptune swam into the ken of John Couch Adams and Urbain Jean Joseph LeVerrier!

So, too, this matter of including "bits of humor, which have stood the test of classroom use" may begin a movement which will have far-reaching effects on the publishing and educational worlds. For example, toastmasters and speakers have long had their handbooks of humor based on the works of ancient and medieval authors. (This is the wedge which opens this topic to the Antiquarian.) Yet, nobody has provided a similar *vade-mecum* or drag-along for teachers! If bits of humor are to be included in lesson plans, additional material is needed alongside of the standard jests which have been perpetuated in each subject. Alert publishers realizing this vacuum in educational literature will undoubtedly rush to fill it with *Art Anecdotes*, *Biology Bone-Crushers*, *Chemical Capers*, *Physical Fables*, *Gestae Geometricae*, *Puns for Pundits*, *Roman Revels*, and so

\* *A Slight Dissertation on Lesson Plans*, by Henry Owens, *High Points*, Feb. 1946.

\*\* "Ten Reasons Why I Am a Good Teacher (and How to Be One)," by Nathan H. Glicksman, *High Points*, November, 1946.

## THE ANTIQUARIAN'S CORNER

on through the curriculum. Supplementary collections of a general nature will include *How to Laugh Your Way Through a Lunch Room Assignment* or *Fun with That Official Class*.

Billie Rose once had a yarn about a gagwriter, a certain Joe Erens, who manufactures laughs for business and professional men.\* Doctors, lawyers, dentists, and even undertakers are on his list of clients. Come on, Joe, you're overlooking a million teachers. For a first assignment, switch that Bernard Shaw gag about teachers. If you can't, then teach us how!

As we turn to the educational world, we envisage profound changes. It is well to remember that in 1936 one of the Examiners proposed that candidates should be tested for their sense of humor. At that time his colleagues thought the idea too ticklish but now the personnel is different. If the new members, ever on the alert for up-to-date methods of testing, should add a good-humor test to the present criteria, practically every candidate will find it necessary to take a course in quips and jollity. In 1936, somebody jocosely termed the contemplated test a "grinterview." The slogan of a new day may well be "Grind for Your Grinterview with the Smiling Professor," or more succinctly, "Every Test a Laugh-Fest."

Supplementary idioms or "laughisms" will be added to the collection of educational phrases so ably compiled by Dorothy A. Frank in the April, 1946, *High Points*. Incidentally, I spotted a new one recently, "Occupationalogy," a queer hybrid.\*\* Let's call the new subject "Lalageology" or "Cacchinology," or even "Ridiculology." Doctoral dissertations will dwell on "areas of risibility," "frame of the jest," "the contiguous comical," "integrated humor," "levels of laughter," and "purposeful joy."

Joy, the daughter of Elysium, will be the college queen, as the new courses in education become the major attraction of wide-awake academies of pedagogical instruction.

The catalogue of one of these institutions\*\*\* now commences as follows:

"Today it is evident that the education of the teacher must be continuous. Changing conditions have placed ever-increasing responsibilities upon the schools. Complex social and economic problems,

\* In the newspaper *PM*, Sept. 6, 1946.

\*\* Last word in *High Points*, Nov., 1946.

\*\*\* Teachers College, Sept., 1946.



*increased leisure, and changes in home life inevitably force communities to demand more and more of their school systems. The ability of the schools to meet these demands depends upon the competence of their professional staffs."*

The catalogue of the future will then continue:

"Among the demands made upon the competent teacher is the conscious inculcation of happiness in the child to enable him better to meet the complex and distressing situations of his environment in a post-war world. A happier child is easier to teach. The teacher must associate only pleasurable experiences with school life. To achieve this important aim, the teacher must motivate each lesson with well-chosen bits of humor, conundrums, jokes, jests and other pleasure-inducing devices.

"The School of Education is offering a number of courses which will provide the secondary school teacher with material for the achievement of these aims. Eventually the School of Education will develop courses for the kindergarten and elementary school teachers."

\* \* \*

## SECONDARY EDUCATION

Ed. 555 H—Principles of Humor in the Secondary Schools. A Historical Survey of Types of Humor from the Papyri to Bob Hope with Notes on Their Practical Application in the Classroom. 3 points. Spring. S. 11—12.50. PROFESSOR ANDREW MERRY.

Ed. 777 H—Seminar in School Humor. Research and Practical Examples. Writing of Puns, Mnemonics, Set-Pieces, Off-the-Cuff, and Rapid Retorts as Applied to the Curriculum. 3 points, Spring. M. 4.30—6.20. PROFESSOR J. JAPES.

Ed. 999 H—Practicum in Classroom Humor. Application of Types to Classroom Situations. Candidates will apply the various types in actual lessons before selected students of varying I.Q.'s. 6 points. Winter. Tu. and Th. 8—9.50. PROFESSOR NELLA DERF.

Ed. 999½ H.—Advanced Humor. A Study of the Comics in Their Relation to the Classroom. Practise in Conducting Department and Faculty Meetings. How to Greet an Examiner, or Elicit a

## THE ANTIQUARIAN'S CORNER

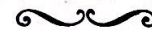
Smile from a Superior. Credits and hours to be arranged. Selected applicants only. Decibel and laugh-meter tests. Spring and Summer, Winter and Fall. PROFESSOR C. HESTNUT.

\* \* \*

Won't teaching be fun then?

MORRIS ROSENBLUM

Samuel J. Tilden High School



## IN PRAISE OF HIGH-BROWS

But let us first consider the case of the good high-brow: the real high-brow. I have known a great many. It is these people I mean to defend and to praise. I admire them immensely. I mean the people who read Greek for fun, and who can write Latin verse as easily as some people can guess crossword puzzles, who can remember the history they have read and who can quote Thucydides and Lucretius, and can do a quadratic equation, and addition and subtraction in their head, and can count their change at booking office. When people say of such people "high-brows" and sniff, I am annoyed; and when the high-brows themselves are ashamed of their knowledge and of their culture, I am angry.

When people hide or deny their culture—and I mean deny it, not modestly conceal it—and laugh at the cultured when they are still more cultured themselves, I see red; because I regard this culture as the bulwark of our civilization, rapidly, alas! being undermined by the relentless tide of education, and our most precious heritage, which we are fast losing.

—Maurice Baring, in *High-Brows and Low-Brows*.



## ADVICE TO TEACHERS

"Teacher supplements income by being a bartender."—*News Item.*

Do you hope to eat three meals a day?  
Would you care to own a car?  
Would you like to earn real dough, not hay?  
Then learn to tend a bar!

Do you think to wed the classy Jane  
Who fancies all those minks?  
Throw college learning down the drain,  
And learn to fix the drinks!

Does your baby need some leather shoes?  
Is your rent bill in arrears?  
Right after school you'd better choose  
To skim the foam off beers!

Do you want prestige sans money too?  
Then spend four years in college.  
But the Ph.D. you'll never rue,  
Is in Duffy's tavern knowledge.

S. T. STIEGLITZ

Samuel J. Tilden High School

## THREE LITTLE WORDS

According to a recent survey, the three sweetest words in the English language are:

I love you  
Dinner is served  
All is forgiven  
Sleep 'til noon  
Keep the change  
Here's that five

And the saddest:

Buy me one  
Out of gas  
Dues not paid  
Funds not sufficient  
External use only  
Rest in peace

## SHOP TEACHING METHODS IN ACADEMIC CLASSES, AND VICE VERSA

Within our high school system two separate bodies of methods have developed, almost independently—methods used in trade subjects and methods used in academic classes. During the past year, numerous articles have been written in all educational journals on what we should learn from methods of instruction in the Army. Yet, in all the years, the neighbors within our own high schools, academic teachers and shop teachers, have never really bothered to open the door between them to see what one could learn from the other. Instead each group has developed independently the methods that are associated with its own subject field. A feeling of aloofness and even hostility has existed between the two groups and has acted as a barrier preventing free exchange of ideas. Shop teachers feel that they are the practical teachers, while the academic people are theorists. Academic teachers hold equally hostile views. Very few in either group have stopped to consider the sentiments expressed in Robert Frost's lines: "*Before I built a wall, I'd want to know what I was walling in or walling out.*" It's high time, then, that each group thoughtfully consider the contributions of the other for mutual benefit.

**AIMS OF TEACHING.** Trade teachers have thought in terms of the *accomplishments* of pupils. A sequence of jobs was set up that each pupil had to complete. First a boy built a simple electrical circuit. When this was checked as satisfactory by the teacher, he built a more complicated circuit. This procedure has been typical in all trade subjects. The average trade teacher was not so much concerned with the student's attitudes and personality, or an evaluation thereof, as he was with the completion of each task. In years past, social studies teachers were concerned mainly with similar accomplishments: learning historical facts, such as dates of inventions. English teachers, too, stressed accomplishments, such as the memorizing of line of poetry and the learning of definitions of parts of speech. In recent years, academic teachers have shifted their emphasis to development of proper attitudes, appreciation, socialization.

From the foregoing, two things seem apparent to one who would learn from the best in academic and shop fields.

In the first place, academic teachers cannot afford to go to the extreme of neglecting accomplishment: essentials of subject matter



to be learned. Recent surveys of student knowledge of historical facts have revealed startling inadequacies. Surveys of student knowledge of the fundamentals of English usage have also revealed inadequacies.

In the second place, trade teachers would do well to recognize the undeniable importance of attitude training. The story is told of a progressive kindergarten where the blocks used in building houses or bridges were purposely made too heavy for one child to lift so that the children would have to work in groups. Group work that helps foster an attitude of socialization is familiar routine in academic classes. More provision should be made in the daily class routine of trade subjects for such group work and socialization. It can be done. In some trade classes, it is done occasionally. The practice, part of an attitude training program, should be made more universal.

**STANDARDS OF ACHIEVEMENT.** The teachers of trade subjects have been most tenacious in maintaining objective standards. In the machine shop, if the completed job allows a maximum tolerance of .010 of an inch and the boy's work shows a .015 variation, he may not go on to the next job, even though the .015 represents great improvement for him. In code work, he must take 13 words a minute before he goes on to the next term. The reasoning is that industry will require these objective standards, and so the boys must be trained to meet them.

Academic teachers have departed, to a great extent, from such objective standards, preferring to use the boy himself as the standard. If he shows effort and improvement, regardless of his objective attainment, he is usually passed.

The academic teacher must be cautioned lest he neglect completely the standard of objective attainment, so that he permits halfway efforts which do not extend his pupils to their maximum.

The trade teacher must be cautioned lest, in his task of inspecting finished projects, he forget the importance of his duty as teacher of people: to encourage, to praise effort and self-improvement.

**INDIVIDUALIZATION OF INSTRUCTION.** Trade teachers have made great strides toward individualization of instruction. One reason for this can be found in the smaller registers of shop classes. A shop teacher has two classes, of about 30 boys, for four periods

## SHOP

each. Thus he has about 60 boys with whom to become familiar. The academic teacher has five classes of about 35 boys, or a total of 175 students per term. Plans must be evolved for decreasing the number of students facing the academic teacher each term. Administrators in some schools have experimented with programming so that English teachers, for example, would teach the same classes for two consecutive terms, thereby decreasing the number of new students facing the teacher each term.

Trade teachers have evolved several devices that provide for individual differences and individual progress within each class. Job sheets, which lay out the steps to be taken in completing a project, are given to the boys, who then work at their own speed. The job sheets are supplemented by process sheets, assignment sheets, and information sheets. With these materials, the skillful student may complete many more jobs than the average student. Jobs are arranged in order of increasing difficulty.

Job sheets have been discussed widely by academic teachers as the Dalton Plan. However, the tendency in most academic classes still is to keep the class as a unit, discussing the same chapter in a required book in English or in history.

Academic classes have done more with homogeneous grouping into honor classes or slow classes for special methods of teaching and for modified curricula. There have been numerous elective or enriched courses in academic subjects: *Creative Writing*, *Problems in American Democracy*, *Journalism*, etc. The possibilities of electives in trade subjects might further be explored. The number of extracurricular clubs related to academic subjects far exceeds what has been done in similar fields by trade teachers. These possibilities might be explored.

**THE CLASSROOM AS A LABORATORY.** Most shop periods are conducted as laboratories where pupils perform jobs while the teacher walks around assisting where needed. Approximately one period in four is used as a theory or group discussion period. On the other hand, most academic subject periods are discussion or "talk" periods.

Academic teachers should make greater use of the laboratory type of period, which offers opportunities for individual guidance by the teacher and which stimulates the creative ability of students. We mean that sort of period where students work with the tools of



learning, such as reference books, magazines, mimeographed work sheets, models, in order to complete some educationally sound objective.

On the other hand, trade teachers can profitably apply, during theory periods, the techniques perfected by academic teachers of socialization, motivation, pivotal questions. Instead of teacher evaluation of pupil efforts, more use ought to be made of student evaluation. It is recognized that the pupil may not be able to judge a piece of work so adequately as the teacher, but pupil training in evaluation as well as in production has important character training implications.

**AUDIO-VISUAL AIDS; FIELD TRIPS.** Since they deal with concrete objects, trade teachers have made wide use of models, film, etc. In recent years, academic teachers have made increasing use of visual and audio aids.

Field trips to neighboring factories have been an essential part of shop courses. The program of four consecutive periods of shop has made such trips practical. Academic classes might plan such trips to worth-while places. Field trips should not be offered in haphazard fashion, at the whim of the individual, but should be set down as a requirement within the course of study—to specified places during the term. Such trips, of course, pre-suppose adequate programming to make the personnel and the time available. One high school has experimented with a block academic program during the first year, so that the time and supervision might be available for field trips.

In general, it is true that our educational system has grown in compartments: subject compartments and divisional compartments. Some work has been done to correlate methods and objectives within the compartments. Not enough has been done to harmonize objectives and methods between trade subjects and academic subjects.

JAY E. GREENE and JOSEPH S. HYMAN

Samuel Gompers Vocational High School

## A CORRELATED PROGRAM IN A JUNIOR HIGH SCHOOL

Early last year I was asked to correlate the teaching of the social studies courses (history and geography) with English in an 8B class. This came as a pleasant surprise, as correlation of subject matter is one of my pedagogical credos, but it had always been difficult to achieve with a straight one-subject program. I felt very grateful for the opportunity.

The theme for the 8B grade is *Standard of Living in the U. S.*, which is part of a larger category based on the idea of *One World*.

Our history for the term centered around *Immigration, Naturalization, Science and Inventions, Rise of Trade Unions, Peace Efforts after World War I*. Current events, too, were an integral part of the work.

Our geography embraced all phases of trade with other countries (exports and imports), products, commodities, transportation.

Our literature books boast the usual selection of masterpieces suited to the abilities of our pupils: *The Gift of the Magi, The Legend of Sleepy Hollow, Abraham Lincoln Walks at Midnight, The Gray Champion, The Story of a Bad Boy*, Lamb's version of *As You Like It*, and others.

**PATTERN.** Almost at a glance one can see the pattern take shape when these topics are envisaged under the rubric *Standard of Living*. To begin with such a method of study gives the student a point of approach, a point of view. No longer are assignments doled out on a linear plan; rather are they composed pyramidally. The basis of the pyramid is *Standard of Living*. These three words were given ample discussion. (Word study.) *Who sets a standard? Are standards the same all over the world? Does climate affect a standard? What is living? Are growth and living synonymous?*

**TRADE.** When satisfactory criteria were set up against which to determine *Standards of Living*, we then built on them in studying the trade relations of the United States. For our paints we need flaxseed; for our alloys we need manganese; for our fabrics we need Egyptian cotton, Belgian linen, raw silk; for our myriad daily needs we require rubber and so on, up and down the globe. The question of protective tariffs was raised and discussed here.

**OTHER CULTURES.** This study brought us in contact with the peoples of other lands and naturally led to a discussion of *their*



standard of living and wherein and why it differed from ours. At this point we took up the subject of European and Asiatic backgrounds of the immigrants who came to our shores, their goals, habits, trades, and other contributions to the land of their adoption.

**ADVANCES.** That our standards were greatly raised by new discoveries in medicine and by progress in inventions was obvious. The pupils could easily grasp the fact, too, that inventions create surplus commodities and that our need for foreign markets created tension toward rival nations. Scientific discoveries and inventions were therefore amply studied, with special attention given to methods of transportation and what transportation has meant to the expansion of our country.

**ECONOMICS.** There is also a good deal of elementary economics that can be inserted into a program of this sort. We studied or made up our simple charts. Commodities purchased in countries with warm climates (and therefore a lower standard of living) plus cost of transportation often equalled in price similar goods synthetically produced in our country. Bristles for brushes would be a case in point. The banana, which originally grew wild in the Central American jungle for all to pick, cost on the New York fruit stand what was added to it in value by labor, transportation, and distribution.

Incidentally the study of transportation revealed to us how small the globe has become, and some pupils reported on such books as Jules Verne's *Around the World in Eighty Days*, *Twenty Thousand Leagues Under the Sea*, etc.

**LIVING TEXTS.** For much of our reading we relied on the daily newspapers, magazine articles, and material supplied by large companies such as Westinghouse, DuPont, Pittsburgh Glass Co., and others. Our geography textbook was so outmoded as to be practically useless. Rubber was not available, nor raw silk, nor tung oil. We turned to the study of plastics, glass, synthetics of all sorts (of which not one word was to be found in the school text). Committees were formed to do research on each phase of modern materials and to report findings to the rest of the class. As many of these materials as could be obtained were brought in and examined. Some of our book shelves were cleared for these exhibits. It was

quite tangibly brought home to us that our whole civilization was going through a period of change and that the textbooks had not caught up with events yet.

There was no difficulty in introducing the subject of the rise of trade unionism in this country, as the daily papers kept us unceasingly informed of strikes, everywhere. Here too the meaning of *Standard of Living* was brought home to the pupils.

**WORD STUDY.** Our word study we took from *Current Events*. Our pupils agreed that a great deal of our journalism is fashioned so that he who runs may read. We therefore made a study of headlines and kept a list of words gleaned from them. Some of the words studied were *retroactive*, *ceramics*, *outlook*, *balk*, *rout*, *deadlock*, *terrestrial*, *maritime*, *celestial*, *aerial*, *migratory*, *delinquent*, *substandard*, *outlet*, *scapegoat*, and so on.

**ENGLISH.** Our compositions covered expositions, description, biography (we devoted some time to the study of Dr. Carver, his life and scientific contributions), narration of current events or historical data, and letter-writing. The pupils wrote to their congressmen urging legislation to help combat cancer, and were delighted to have their letters personally acknowledged.

We did not subject the literature selections to too much dissection. We adhered to Art for Art's sake and enjoyed our reading. But whenever feasible we tried to tie in the pupil's exploring in other fields with the reading. For example, with the selection from *The Story of a Bad Boy*, we talked about T. B. Aldrich's childhood at Portsmouth, N. H., and its place in the history of American shipbuilding. In *The Gray Champion* we noted the early flicker of our democratic leanings. In *Abraham Lincoln Walks at Midnight* we thrilled to the words:

"He thinks on men and kings.

Yea, when the sick world cries how can he sleep?"

In *The Legend of Sleepy Hollow* we can trace our Dutch ancestors; in *Gift of the Magi* we see the struggles of two hard-working people to make ends meet and have a little left over for Christmas gifts.

**FIELD TRIPS.** Textbooks alone do not suffice for so comprehensive a program. We made trips to the city to supplement our



reading and research, to The Museum of Science and Industry for a glimpse into the industries of the future, and to the Museum of the City of New York, where we saw the streams that have fed our city since the days of the Dutch settlers. A trip through the NBC broadcasting station showed us the inside view of one of our big industries. A trip to the Statue of Liberty gave us an unforgettable picture of New York Harbor, its islands, its shores (New Jersey, Staten Island, Manhattan), bridges and sailing vessels. A trip on the Staten Island Ferry rounded out the picture.

In the minds of the pupils took place a process of integration which no standard test can immediately reveal. There is no doubt, however, that the correlated program provides a dynamic rather than a static approach to learning.

ELEANOR MANHEIM

Steinway Junior High School

### GUIDING OUR CHILDREN THROUGH THE JUNIOR HIGH SCHOOL

The successful junior high school program begins in the elementary schools and continues on to the senior and vocational high schools, the business, industrial plant or institution wherever the student goes after he leaves the junior high school.

Under the supervision of the principal who directs the planning, coordinating, and execution of all guidance activities, a guidance counsellor, assigned to the school on a full time or part-time basis, organizes her plans for the school year. She is assisted by six teachers who are assigned by the principal on a part-time basis to act as grade counsellors or advisors, one for each junior high school grade. In some junior high schools the grade counsellor goes along with her group from the 7A to the 9B; in others the 9B and 7A grade counsellors are permanently assigned to those grades. It is important to remember that the principal, the assistants to principal, the homeroom teachers, the teacher clerks, the school nurse, the doctor and all the other members of the school staff are important factors in a functional guidance program.

**ARTICULATION.** In order to have an efficient guidance program it is necessary that the articulation between the feeding schools

and the junior high school shall be smooth and harmonious. Varying methods have been used by different schools and communities. The following practices will be found useful and have been successful. About a month or two before the end of the term, the grade counsellor who will be the adviser to the new 7A grade, arranges to visit each of the feeding schools. If at all possible, the principal or his representative and the guidance counsellor should accompany the adviser on these visits. Conferences should be held with the principal of the feeding school, the 6B teachers and, where possible or advisable, with the parents. The children of these classes should be observed at work in their classrooms, and plans should be formulated to program all the children, particularly those who are exceptional or retarded.

It is desirable to invite the principals, the 6B teachers, and the 6B pupils of the feeding schools to as many of the activities of the junior high school as possible. Club and science exhibits, plays, dances, and forums lend themselves to such demonstrations. Representative students of the junior high school could be sent to 6B schools to explain the junior high school activities and answer questions which may be raised by the 6B pupils.

There is a further opportunity "to bridge the gap" between the 6B schools and the junior high school when the 6B pupils report to their new junior high school on the afternoon of the last day of the term. The principal, the assistant to principal in charge of that grade, the guidance counsellor, and the 7A grade adviser should be present to welcome the children to their new school. Teacher or pupil representatives of various activities might explain the advantages of participating in these activities. Distribution of the school newspaper or magazine is conducive to friendly introduction to the junior high school.

A similar procedure is followed with the 9B pupils of the junior high school who are to go to the senior and vocational high schools. There are significant differences, however. The 6B pupils have no voice in the selection of their junior high school. The 9B pupils have an exceptional opportunity to select a high school from a rich variety of schools. In addition, 9B pupils are provided with many opportunities to visit the various schools before a choice must be made. Because of the importance of the choice of the proper high school, an elaborate system of high school guidance is in effect. This includes speakers from the high schools, conferences between the



high school advisers and the 9B advisers, and conferences with parents.

**GUIDANCE.** It is essential to understand the 7A and 9B guidance programs in order to obtain a bird's eye view of the beginning and the end of the junior-high-school program. These are, however, only a small part of the full guidance program. Guidance is defined in *Junior High School Education* by Smith, Standley and Hughes "as the coordinated effort of the school and community to build wholesome, adjusted personalities that are ready to enter into adult life with optimal prospects for success and happiness." Many junior high schools have an excellent program which includes numerous community contacts. One of the vehicles by which this educational project may be made available to junior high school students is a guidance assembly which is additional to the regular assembly. There, members of the community, with important messages, reinforce the work of the junior high school, illustrating their talk, in many instances, by motion pictures. Over a period of six terms, a wide variety of vital topics will be discussed and many important solutions arrived at. Some of these topics might be the following:

Choosing a Vocation  
Intercultural Relations  
The Junior High School Code of Behavior  
Cooperating with the Government  
Safety  
Our City Departments  
Representatives from Industry  
Becoming a Nurse

In order to have a complete picture of the students he is guiding, the grade counsellor should interview each pupil individually as often as possible. In addition, he should confer with the parents and consult the records available. The following records should be part of the data on file:

Family and Social Background  
Physical and Medical History  
School Marks  
Interests and Extra-class Activities  
Mental Test Scores  
Achievement Test Scores  
Special Talents  
Social and Character Ratings  
Records of Attendance

**GUIDANCE**

In conclusion, a modern, progressive guidance program has as its primary requisite creative teachers as counsellors and guides; teachers with vigorous personalities and fine character. Personality with character invites confidence and produces effective results in any educational program, particularly in a guidance program.

**ORGANIZATION.** The following plan has been used effectively in one of our junior high schools:

September, 1946

**GUIDANCE DEPARTMENT J.H.S. 1946**

- A. The Principal—Directs the planning, coordinating, execution of guidance activities.
- B. Assistants to Principal—Special programming, guidance of disciplinary cases.
- C. Licensed Counsellor (part time)
  - Organizes the guidance activities
  - Prepares the guidance assembly programs
  - Assists the six grade counsellors wherever needed
- D. Six Grade Counsellors
  - Five are in charge of the same group from 7A through 9A.
  - The chairman is responsible for 9B, the graduating class. She has special knowledge of graduation requirements and high school facilities.

*Activities of Grade Counsellors*—relative to teachers, administrators, students, parents

1. *Teachers*—Each grade counsellor assists the home room teachers of his grade in (a) obtaining information concerning the members of his group (b) solving problems and making adjustments.
2. *Administrators*—The grade counsellors act as an advisory group, making recommendations to the principal concerning the adjustment of special cases, procedures, programs, the curriculum, etc.
3. *Students*—Grade counsellors interview students with special problems, keeping records of information obtained, plans made, action taken. They recommend special adjustments.  
Grade counsellors become acquainted as soon as possible with all the boys and girls within the group, and plan to interview every student in the group at least once during the six terms of their counseling.
4. *Parents*—Grade counsellors consult with the parents of children whenever this seems advisable.

*Other Activities of Grade Counsellors*

1. Act as assembly leaders for their groups—two assemblies per week—one regular assembly and one guidance assembly.
2. Attend a regular monthly meeting of the counseling force.



3. Special duties as follows:

- 7A—Make contact with feeding schools  
Analysis of class group  
Citywide Tests—I.Q., Reading, Arithmetic  
Reorganization of classes when necessary

- 8A—Choice of language  
Applied Math. or Math.

- 8B—Exams for Music and Art H. S.  
Exams for Brooklyn Tech.

- 9A—Occupational Information  
High School Information  
Reading Tests

- E. School Librarian—Occupational Information and High School Information  
F. Teacher Clerk—Working Papers—High School Contacts—Attendance Cases—Parents' Club.

ASSEMBLIES. The following is a partial listing of our Six Point Program for the Group Guidance Assemblies, 1945-1946, in J.H.S. 73, Brooklyn.

I. Occupational Information

- A. Practical Nursing—Mrs. Kuster of Practical Nurses Assoc.  
B. Broadcasting and other radio jobs—Film *On the Air*.  
C. Merit System advancing—film of civil service.  
D. Bookbinding and shoe industries—film.  
E. *Your Life Work*—film.  
F. Pharmacy—film *Bill Proctor's Choice*.  
G. Occupations in the telephone industry—representative of telephone company and film.  
H. *I Want a Job*—film.  
I. Demonstration of typewriting and stenography—Mr. Dommelly of Gregg Pub. Co.  
J. Work on a newspaper—representative of *New York Times*.

II. Intrascchool Activities

- A. "Our School—Loyalty"—talk by Mr. Blodnick.  
B. "Beginning the New Year"—talks by the principal and assistants.  
C. Choice of Language program—Italian and French demonstrations.  
D. The American Youth Orchestra—Faculty adviser of school orchestra.  
E. G.O. campaign speeches.  
F. Films correlated with science, social studies, current events, and homemaking.

III. Intercultural Relations

- A. Film—*The House I Live In*—racial and religious tolerance.  
B. Japanese-American Speaker—Mr. Yasemura.  
C. Dr. Cahn of China Institute.

- D. Russian speaker—Mrs. Savitzhaya and display.  
E. Canadian Asst. Consul—Mr. Wallace and film.  
F. Chinese speaker—Mrs. Dora Kang and film.

IV. Leisure Time Activities

- A. Places of interest in New York City—Mr. Hunter of Port of N. Y. Authority.  
B. American Folk Songs—Ballad Singer from the Disc Co. of America.  
C. Talk on Sports—Stan Lomax.  
D. Radio—Mr. Pierson, sound effects manager CBS.  
Mr. Gene King, program director WOR.  
E. Comics—Mrs. Josette Frank of Child Study Assoc.  
F. The Museum of Natural History—Mr. J. Saunders, Education Dept.

V. Community and Agencies

- A. Fire Prevention—Fireman Coyn.  
B. Safety—Patrolman Surpless.  
C. Health Service in the Neighborhood—Dr. Robinson of District Health Center.  
D. Safety in the Home—Miss Cozens of American Red Cross.  
E. The F.B.I.—representative and film.  
F. Boy Scouts of America—Mr. Alofsin and film.  
G. Keeping Our City Clean—Mr. Sica of Dept. of Sanitation.  
H. The Public Library—stories and displays—Miss Wilbur of Saratoga Branch.

VI. High School Information

Speakers, films, and demonstrations by representatives of the following schools:

- New York School of Printing.  
Brooklyn Automotive High School.  
High School of Needle Trades.  
Alexander Hamilton Vocational High School.  
Franklin K. Lane H. S.  
Haaren High School.  
Metropolitan Vocational High School.  
High School of Women's Garment Trades.  
East New York Vocational High School (Girls).

MORRIS BLODNIK

Junior High School 73, Brooklyn

ACCOUNTING SUBJECTS—CULTURAL?

It all began innocently enough last term in that singularly stimulating place where the food for thought, somehow, is always more palatable when mixed with the regular bill of fare—the lunchroom. This time our topic was "culture"—what it is and what subjects



contribute to it. At our table were teachers of English, mathematics, art, and science who readily admitted the cultural values of their own subjects but found it difficult to recognize similar values in the accounting subjects (bookkeeping, law, business arithmetic, and merchandising.) It was indeed a herculean task for me to convince them that these subjects are cultural. I shall try to set down here the arguments I presented.

According to Webster, culture is *"the training, development, or strengthening of the powers, mental or physical, or the condition thus produced; improvement or refinement of mind, morals or tastes; enlightenment or civilization."* The word "cultured" is defined as *"possessing and manifesting education and refinement."* The significant words in these definitions are *training, education, refinement of mind and enlightenment.* Certainly, these are as valid objectives in the teaching of the accounting subjects as they are in any other subject in the curriculum. Apparently, then, the ostracism of these subjects from the "elite society" of cultural courses does not stem from the accepted definition of culture.

In a recent article Ordway Tead speaks of American Culture. He says, *"From a cultural point of view we are only beginning to describe, to analyze, to evaluate that rapidly expanding part of our American life which is rooted in the production and distribution of goods and services and which is the resulting impact of technology and electric power upon our way of life. The fact that all this helps to constitute, qualify and modify our culture, and that we are both illiterate about ourselves and our times and impotent to grapple with the social and psychic forces at work if we are without self-consciousness of this culture—that fact is slowly dawning on us all, as affecting the content of cultural education. In short, our conception of the cultural heritage to be transmitted should have added to its present historical emphasis, the contemporary phases."*<sup>1</sup>

It has long been recognized that our thinking on culture must be revised and modernized. Strange as it may seem, our concept of culture did not arise from a philosophy of American democracy. On the contrary, says B. H. Bode, *"We continued the Aristotelian conception of culture, which was not democratic but aristocratic . . . Culture and practical affairs were kept carefully separated in*

1. Ordway Tead—*Liberal and Vocational Education*—High Points—May, 1946, pp. 5-21.

*different compartments. The studies in curricula based upon this tradition were supposed to have a cultural quality in proportion to their uselessness in practical life."*<sup>2</sup>

Yes, the concept of culture is a changing one and is also much broader than is admitted by those purists who would restrict culture to a grounding in the humanities. To illustrate the changing nature of culture, think of it as it prevailed in the 18th century. A mythical 18th century gentleman of culture would surely be bewildered by the complexities of our fast moving social, economic and scientific existence. He might consider as balderdash the possibilities of flying or of underwater travel in safety. Modern music and modern art would confuse and disturb him as indeed they do many of us today. Our socio-economic changes and advances would amaze and confound him. It would take considerable adjustment for him to comprehend the concepts of minimum wages, maximum hours of work, and our national labor unions. Women's suffrage and equal rights would perplex him. An hour spent on the floor of the Stock Exchange would tend to confirm his suspicions as to our lack of sanity. A trip in the subway would clinch the answer for him. Yet these are all part of our American way of life—our American culture. Our 18th century visitor would be uncultured to the extent that he lacked the experiences of our modern society.

In much the same manner, those of us who lack the knowledge and appreciation of part of our contemporary mode of living, are uncultured to the extent of our ignorance. If one does not recognize fine music, art or literature, we agree that he is uncultured, at least in those fields. How about one who is unable or unwilling to understand modern business as it touches everyone? I say, this individual, as well, lacks culture in its modern, broad concept.

It is not uncommon for people of undeniable cultural attainments to besiege trained business men with questions on everyday procedures which they find puzzling. These people of culture read newspapers, books and magazines on current problems facing the nation in this critical re-adjustment period. But they fail to grasp the significance of what they read because they lack the pre-requisite socio-business background.

To be well informed citizens, we must really understand situations like the following which are constantly before us:

2. Bode, B. H. *Modern Educational Theories*, pp. 15-16.



1. Congress is laboring on a new tax bill, the newspapers being full of the stormy debates. "Am I for high or low taxes? Do I favor the withholding tax as opposed to the lump sum method of collection? May I claim my father as a dependent? Will I, as a teacher, have to pay taxes on my pension?"
2. Here is an article on home financing under the FHA and the G I Bill of Rights. "I wonder how they work this amortization. Would my budget stand the strain of paying for such a house? Would owning a house reduce or increase my income taxes?"
3. My bank has just returned my bank statement with an apparent error. "Do I know how to prove who, if anyone, is wrong? Why does my bank pay such low interest rates? And how should I endorse this check to protect myself against possible loss?"
4. Now for a few things that have been puzzling me. "Does my housemaid come under Social Security regulations? Is my tailor responsible for the loss of my suit while in his care? The salesman who sold me this suit claimed it was 100% wool. Since it isn't, what can I do legally?"

The few questions listed above are but a minute sampling of the tremendous amount of information which is needed by all of us in our daily contacts. It is my sincere belief that to be incapable of performing such commonplace activities as reading financial statements intelligently, comprehending the workings of one's community budget, preparing simple income tax returns, reconciling personal check books, understanding Social Security regulations and simple business law, is to lack a part of our American culture. To be deficient in this respect is not necessarily to be uncultured. To be proficient, however, is to be more cultured.

Since the accounting subjects (bookkeeping, law, business arithmetic, and merchandising) assist in training the student and citizen to acquire understanding of this segment of modern society, does it not follow that these subjects may properly be considered cultural?

M. E. OSTROVER

James Monroe High School

### THE QUIZ IN A MATHEMATICS ASSEMBLY PROGRAM

The idea of a quiz as the feature number in a mathematics assembly program came as a second thought. The original idea was to present a suitable motion picture dealing with some cultural aspect or some interesting application of mathematics. When the difficulty of obtaining such a picture became apparent, however, the idea of a quiz to take the place of a picture was evolved. As soon as it was

### MATH QUIZ

broached to a group of pupils, it caught their imagination like a house afire. Even the teacher in charge of assembly programs would brook no change when information reached the school a short while before the scheduled program that a silent picture on the theory of relativity would be available for the day of the program.

The final form of the quiz was also a matter of evolution. At first it was planned to have the quiz imitate the popular quiz kids program of the radio. But Seward Park is a coeducational school, and so the idea came later to combine a "battle of the sexes" with the individual battle of wits.

In the quiz as presented in the assembly, therefore, three outstanding girls in mathematics were pitted against three outstanding boys. The quiz master was another outstanding pupil in mathematics. Three members of the mathematics department acted as judges. The quiz was entirely oral. The reader will no doubt anticipate that the girls won handily by the one-sided score of 35 to 10. Not only that, but the highest individual scorer was also a girl with a total of 20.

The individual participants each received as a prize for their efforts, a copy of *Numbers and Numerals* by Smith and Ginsburg. In addition, the highest individual scorer received a copy of Mott-Smith's *Mathematical Puzzles for Beginners and Enthusiasts*. Finally the quiz master, who was so largely responsible for the success of the quiz, received the portfolio of portraits of eminent mathematicians with biographies by David Eugene Smith.

The reader will be interested in the quiz material that was finally used, not because of its originality but because of its method of selection. About forty questions were originally submitted by teachers of the department. These went through a double screening process, first by a member of the department, and then by at least four pupils, one the quiz master himself, and the other three, pupils of high school age not connected with the school. The purpose of the second screening process was to obtain a rating in the interest of the quiz material to the average boy or girl of high school age. In this way, twenty questions were finally selected and arranged as far as possible in order of interest and difficulty. Unfortunately, on account of lack of time only 11 of the 20 questions which had been prepared could be used on the program. These are given below in the order in which they were presented to the contestants.

1. Mary can type twice as quickly as Helen. It took Helen 6 hours to type



a certain manuscript. How long should it take Mary to type the same manuscript?

2. In your bureau drawer are 10 blue socks and 16 grey ones. If you reach into it in the dark, how many socks must you take out to be sure of getting a pair that match?

3. Two balls—one of iron weighing 5 pounds and one of lead, weighing 1 pound—are dropped in a tube from which the air has been eliminated. Which will reach the bottom of the tube first?

4. How long will it take to cut a 50 yard strip of cloth into 1 yard lengths at one minute to a cut?

5. A problem that used to bother our grandparents a good deal and still bothers a good many younger folks is this: A bottle and a cork together cost \$1.10. The bottle cost \$1.00 more than the cork. What did each cost?

6. A frog is at the bottom of a 30 foot well. It climbs up 3 feet each day, but unfortunately for the frog it slips back 2 feet each night. How long will it take the frog to get out of the well?

7. A man traveled 100 miles south, then 100 miles east, then 100 miles north, arriving, upon the conclusion of his trip, at the place from where he started. This traveler met a bear on his trip. What was the color of the bear?

8. A brick balances evenly with  $\frac{3}{4}$  of a pound and  $\frac{3}{4}$  of the same kind of brick. What is the weight of the brick?

9. The rear wheel of a wagon is 28 inches in diameter. Its front wheel is 14 inches in diameter. The larger rear wheels makes 720 revolutions in going 1 mile. How many revolutions will the smaller front wheel make in going the same distance?

10. A party traveled the 90 miles to Philadelphia at an average rate of 30 miles per hour. On their return trip to New York they averaged only 20 miles an hour. What was the average rate of the party for the entire round trip?

11. A man 7 feet tall takes a trip around the equator, travelling the entire length of the equator or approximately 25,000 miles. There is a fly on his head. How much more does the fly travel than the feet of the man?

Since the reader will undoubtedly be interested also in the 9 questions that were not used, these are also included.

1. You are to name the geometric form represented by each of the following objects used in sports or in games:

- a basketball in the game of the same name
- a football in the game of the same name
- a checker used in checkers
- a die used in dice games
- a shuttlecock used in badminton

2. Ripley says that, believe it or not, everyone can become a millionaire. Thus, if you put a penny in the bank the first day, two cents the second day, four cents the third day, eight cents the fourth day, etc., you will be a millionaire in no time. Just how long should it take you to reach that coveted

financial condition? To answer this question you may need to know that logarithm of 2 is .3.

3. A certain chemical solution contains only one metal. The chemist wishes to find out whether it is lead, copper, or iron. He knows that if he puts it into acid No. 1, it will turn white if it contains lead. If he puts it into Acid No. 2, it will turn black if it contains either lead or copper. But if it contains iron, neither acid will affect it. He puts it into acid No. 1 and no change takes place. He thereupon puts it into acid No. 2 and it turns black. Which metal did the solution contain?

4. How can the number 100 be written by using the same digit?

5. A rubber ball falls from a height of 100 feet and bounces up 50 feet. It then drops the 50 feet and bounces up 25 feet. It then drops the 25 feet and bounces up  $12\frac{1}{2}$  feet, etc. How many feet will it travel before it comes to rest?

6. I am going to give you five words which as ordinarily used refer to parts of the human body. But the words also have a mathematical meaning. You are to give me the mathematical meaning of each of the words. Here they are, starting from the bottom of the body: foot, leg, arm, digit, face.

7. A motorist sets out to cover a distance of 10 miles. After he has covered half this distance he finds that he has averaged only 30 miles an hour. He therefore decides to speed up. At what rate must he travel the rest of the trip in order to average 60 miles an hour for the entire trip?

8. One of the oldest problems on record was solved by an Egyptian priest about 3500 years ago. Here is the problem translated into modern language. A number and its fourth make 15. What is the number? Let's see if you are as smart as the Egyptian priest?

9. If you were applying for a job, which proposition would you accept: \$1000 annually with an annual increase of \$200 after the first year, or \$500 semi-annually with a semi-annual increase of \$100 after the first half-year?

The success of any assembly program is measured of course by the audience reaction. If it holds the attention of the audience from beginning to end, stimulates its interest and provides it with good wholesome fun and recreation, the program should be considered a success. Judged by these standards, the quiz was without question decidedly successful. Several teachers were agreeably surprised to see pupils who seldom are stimulated intellectually in the classroom take out paper and pencil and attempt for themselves a written solution to the problems that were posed. Dr. Colvin, the principal, summed up the audience reaction in the following note which he sent to the department immediately after the program:

"It aroused deep interest, presented a novel approach, captured the close attention of even non-mathematical students, and established a good example of an unique departmental approach."



Here are the answers to the questions that were used in the quiz.

1. 3 hours; since Mary can type twice as fast as Helen.
2. 3 socks. Your first selection will be a grey or a blue sock. Your second selection will be the same. In the event, therefore, that you have pulled out one color one time and another color another time, you have no match. So you try again. No matter what sock you pull out on your third try, you will have a grey or a blue sock to match it.
3. The ball of iron and the ball of lead will get there at the same time. Galileo proved by his famous experiment from the leaning tower of Pisa in the 17th century that the time it takes a falling object to reach the ground does not depend on its weight.
4. 49 minutes; because when you reach the last two yards, one cut will be enough.
5. The bottle cost \$1.05; the cork cost \$.05. You obtain this result by solving the equation,  $2x + 1.00 = 1.10$ .
6. 28 days. At the beginning of that day, it will have reached 27 feet in its upward progress. When it climbs the 3 feet during that day, it will clear the well.
7. The bear was white, because the bear was a polar bear. Only at the north pole is a trip like the one described possible.
8. 3 pounds. All you have to do is to solve the equation  $\frac{3}{4}x + \frac{3}{4} = x$ , where  $x$  is the weight of the brick.
9. 1440 revolutions. To keep up with the rear wheel, the front wheel has to turn twice for every turn of the rear wheel.
10. 24 miles per hour. The entire distance travelled is 180 miles. The total time for the trip is  $7\frac{1}{2}$  hours, 3 hours going and  $4\frac{1}{2}$  hours coming back.  $180 \div 7\frac{1}{2}$  is 24.
11. A little less than 38 feet. The circle through which the fly travels is 6 feet more in radius than the circle through which the man's feet travel. Hence the difference between the two circumferences is  $2\pi \times 6$  feet or 37.68 feet.

Answers to the questions that were not used in the quiz.

1. a) a sphere  
b) an ellipsoid  
c) a cylinder  
d) a cube  
e) a cone, or better a cone surmounted by a hemisphere.
2. You will reach your cherished goal on the 27th day. The daily deposits form the geometric progression, 1, 2, 4, 8, 16, etc. Hence its sum is  $\frac{ar^n - a}{r - 1}$  or  $2^n - 1$ . To obtain a million dollars, you must have a hundred million cents, or the logarithm of the sum must be between 8 and 9. This condition will obtain if  $n = 27$ .
3. The solution contained copper. It did not contain lead because acid no. 1 did not affect it. It did not contain iron because acid no. 2 affected it.

4. 9999/99

## THE EDUCATIONAL BATTLEGROUND

5. 300 feet. You have two infinite geometric series of the following kind: 50, 25,  $12\frac{1}{2}$ , — The sum of one progression is 100. The sum of the two, therefore, is 200. Now adding the 100 feet from which the ball was dropped, you get the total distance of 300 feet.
6. foot, one of the extremities of a line perpendicular to another line, or the linear measure equal to 12 inches.  
leg, either of the two sides that form the right angle in a right triangle.  
arm, either of the two equal sides of an isosceles triangle, or either of the two sides that form the right angle in a right triangle.  
digit, any one of the ten symbols in our number system.  
face, any one of the surfaces of a box.
7. The motorist will never be able to average 60 miles an hour for the entire trip. To average 60 miles an hour on a 10 mile trip, he must cover the 10 miles in  $1/6$  of an hour. But he has already consumed  $1/6$  of an hour in going 5 miles at 30 miles an hour.
8. The number is 12, or the solution to the equation,  $x + \frac{1}{4}x = 15$ .
9. The semi-annual offer of \$500 with a semi-annual increase of \$100. Under the semi-annual plan you will be earning \$500 + \$600 or \$1100, the first year. Under the other plan you will be earning only \$1000.

BENJAMIN BRAVERMAN

Seward Park High School

## THE EDUCATIONAL BATTLEGROUND

During the 1930's progressive education assumed the semblance of a religious cult, with a host of enthusiastic followers who believed that in its principles could be found the magic formula for solving all our educational ills. Its dominant position, however, has recently been challenged by the emergence of a new school of educational philosophy led by Robert Hutchins, Mortimer J. Adler, and Stringfellow Barr, commonly referred to as traditionalists and classicists, whose viewpoint is squarely opposed to the basic tenets of progressive education. There have already been numerous philosophical skirmishes between the two schools, waged at times with unseemly virulence, in which each has accused the other of being reactionary and anti-democratic.

AGAINST TRADITIONALISM. The latest protagonist to enter the battle on the side of the Deweyites is Professor Sidney Hook, who comes well-armed with a formidable reputation for logic, learning, and lucidity. In his *Education for Modern Man*, he has written what he probably conceives to be a final and crushing refutation



of the traditionalist philosophy. His method in this volume is to select some of the more spectacular statements found in the literature of the traditionalists, and to subject them to the prying and nagging analysis of his logic. From a strictly polemical point of view, he has scored a distinctive victory over his opponents. The triumph, however, is not a real one, for it is derived less from the inherent fallacies of the traditionalist philosophy, than from the exaggerated and arrogant rhetoric employed by its advocates. It must be admitted that Barr, Adler, and especially Hutchins use a manner of expression which smacks of intellectual smugness. They have a habit of indulging in broad and sweeping statements, based on dogmatic assumptions, and set forth with an air of infallible wisdom. Thus Hutchins remarks, "*We must insist that no matter how environments differ, human nature is, always has been, and always will be the same everywhere.*" In another place, he delivers himself of this pontifical utterance, "*Any course of study will be the same at any time, in any place, under any political, social, or economic positions.*" Mortimer J. Adler is responsible for this statement, "*Liberal education is developed only when a curriculum can be devised which is the same for all men.*" Mr. Alexander Meikeljohn, another devotee of classicism, expresses himself as follows, "*The purpose of all teaching is to express the cultural authority of the group by which the teaching is given.*" To many of us, accustomed to the critical and painstaking logic of contemporary philosophy, these pretentious generalizations seem like a reversion to authoritarian and dogmatic forms of thinking. Exposed to Hook's scathing analysis, they naturally suffer a sharp and withering deflation. But Hook is mistaken if he believes that by puncturing these high-sounding postulates, he has completely demolished the traditionalist position. These expansive pronouncements do not constitute the core and essence of the classical school of education. They are mere theoretical elaborations, rhetorical excrescences, which can be eliminated without affecting the fundamental thesis of the classicists. This thesis, briefly stated, is that education should return to its traditional aims of inculcating precise knowledge, clear thinking, and individual creativeness, and to stop wasting itself in the futile pursuit of remote sociological and economic aims. This implies that man's adjustment to society and his environment is not achieved through the direct and concrete methods of learning advocated by progressive education, but is rather a by-product of a well-rounded cultural education.

Whether this concept is true or not is a complex problem, but it can hardly be said that Hook comes to grips with it in any profound or rewarding manner.

A BASIC CONFUSION. As a matter of fact, as a philosopher and logician, Hook might conceivably find himself in sympathy with this type of education, but his democratic instincts are alerted by its implications of intellectual snobbery and exclusiveness. His fear that it will establish an intellectual elite and relegate the masses to a position of educational servitude seems, however, to be groundless. The guarantee of a democratic system of education is equality of opportunity. This is mainly a social and political problem, and preoccupation with it should not divert one from judging an educational philosophy, whether it be the progressive or classical variety, on its intrinsic pedagogical merits. While Hook's criticism of the classicist viewpoint takes the neutral form of logical analysis, there is something unctuous in the way he arrogates to himself the prestige of a superior liberalism and tolerance. We have indeed arrived at the paradoxical situation where any attempt to broaden the intellectual element in education is treated as an anti-democratic tendency. Based on this criterion our cheap movies, vapid radio programs, and sensational tabloids are the highest expression of democracy.

NOTHING NEW. Professor Hook devotes several chapters of his book to a restatement and reaffirmation of modern education. It follows, in general, the pattern of thought made familiar by Dewey and Kilpatrick, although there are personal embellishments of the author. Despite the trenchant quality of his writing, Hook offers nothing more than the refurbished clichés and pedagogical pieties that have become the stock-in-trade of professional educators. In a chapter entitled "Aims in Education," he engages in an involved analysis and arrives at the labored conclusion that *the ends of education should be growth and the development of intelligence*. Using the specialized technique of the instrumentalist philosophy, he proves that these qualities are the proper ends of education because they lead to more desirable consequences than their opposites. This is a rather gratuitous piece of reasoning, and it is difficult to understand why he has gone to so much trouble to establish the obvious values



of growth and intelligence, unless he wished to present his readers with an authentic demonstration of instrumentalism in action.

In a discussion of vocational education, he firmly rejects vocational training, if it is conceived of as merely job-training. There must be, he argues, no separation between vocational and liberal-arts courses. His prescription for vitalizing vocational education is the integration of vocational and liberal studies. Says Hook, "*Why a man works, the effects of his work, its relation to the tasks of the community, are questions quite germane to his vocational activity. . . . What is called a liberal education should be a continuous process, and there is no reason—except unfamiliarity with the idea—why vocational education should not be liberalized to include the study of social, economic, historical, and ethical questions wherever relevant.*" This is an intriguing theoretical concept, so smooth and impressive that it will strike the unwary reader as a compelling and self-evident truth. It must be regarded, however, as another one of those glib educational principles, which are so appealing in the abstract and so sterile in practice. And the term "integration" is one of the numerous pedagogical clichés that have gradually become imbued with a suggestive and honorific vagueness. Hook seems to assume that a lawyer who studies history and sociology, or a carpenter who is grounded in the economics of the lumber industry, will function more effectively in his professional capacity and contribute more to the social welfare of the community. This would be significant if true. What generally happens is that a student, pursuing this integrated course of study, acquires a smattering of knowledge and a superficial veneer of culture that are completely dissipated as soon as his formal education is completed. Hook errs in conceiving of liberal education as an accessory to vocational training. A student should be stimulated to seek knowledge, out of a deep and abiding intellectual curiosity, and not because it will aid him in his professional relationships. A lawyer may or may not do better in his law practice because he knows some economics and sociology, but he should know these subjects, not for their professional significance, but for their intrinsic value.

TO SUM UP. *Education for Modern Man* is rather disappointing, for one expected something more profound and probing from Professor Hook. But, in a sense, the disappointment stems from the general dissatisfaction with educational philosophy today. To a

rapidly growing group of teachers, neither Dewey nor Hutchins is particularly helpful or inspiring. These teachers have come to regard both viewpoints as essentially unrealistic and abstract and to believe that much of what passes for educational philosophy is nothing more than precept and exhortation.

BEN HOUSEMAN

Harlem Evening High School

### CO-OPERATIVE TEACHER-PROGRAMMING

The state of general teacher-morale is probably never so low as when teachers receive their programs for the following term. Varying degrees of dissatisfaction are expressed regarding the grades to be taught, the distribution of classes during the day, the room-assignments, etc. Teachers refer indignantly to the "preference slips" or cards they filled out during the latter part of the previous term, many expressing the opinion that the purpose was to give the teachers anything but what they preferred.

DEMOCRACY AND PROGRAMMING. No doubt much of the complaining arises from the natural human tendency toward optimistic expectations, which are inevitably greater than any actual realization. Yet much of the discontent could be avoided by a more democratically administered system of program making. At all events, there should be some sort of concrete evidence that the preference slips had been conscientiously considered. Perhaps a personal note of explanation attached to the program card of each teacher whose preference could not be granted would be a means of alleviating the situation. Yet this, in itself, would be only a step in the right direction, a mere treatment of the symptom, not the basic cause. A fair and equitable system of program making for a department demands democratic participation of the teachers in that department in the making of the programs. The progressive principle of democratic school administration is widely accepted. Certainly a contributing factor toward that end is democratic administration within the department; a principle that is given recognition, and practiced to an extent—but not to the extent which would be most meaningful and convincing to the teachers. In the interests of this principle, the following suggestions are offered:

1. Formation of a departmental program committee, with rotating



membership, to act as an advisory cabinet to the chairman in the making of teacher programs.

2. The making of teacher programs by a departmental committee, with rotating membership, the chairman to be an *ex-officio* member of that committee.

3. The rotation of desired grades among the teachers desiring them, the method of rotation to be posted on the departmental bulletin board.

4. Distributing the undesired grades as widely as possible, so that each teacher will have a minimum of those grades.

**PROGRAMS AND MORALE.** The importance of the teacher's program as an underlying basis of his general morale cannot be overestimated. The slightest thought that his wishes in the matter are disregarded, that his preferences are of no concern to the administration, that he is merely a cog serving to keep a wheel going, cannot help but breed discontent and its attendant ill effects. The knowledge that the teacher's program is one that has been evolved by himself and his colleagues, that it represents the closest possible approach to the teacher's preference, that he is participating democratically in a matter of administration which is of such great concern to all teachers, would prove of inestimable value in establishing a healthy, democratic, cooperative teacher-supervisor relationship. It would go far toward the ideal of a democratic school in a democratic society.

GEORGE B. MITCHELL Woodrow Wilson Vocational High School

### AN ANSWER TO MR. BECKOFF

Although belatedly, I feel impelled to comment on Mr. Beckoff's article, *English for the Millions*, in the December, 1946, issue of *High Points*.

This essay has somewhat the same effect on the reader as the delayed-take technique in the films. More than one reading and some very practical cogitating are required before the mind recognizes that here is an extraordinary example, on a vast and incoherent scale, of the double talk the author excoriates. Here, however, it is regrettable not because of too much elegance, but rather because of a singular lack of it. As an argument in philology or semantics it is untenable because of the numerous illogicalities it presents, and because its few accuracies are presented in the manner of the

propagandist—a linguistic *tour de force*, as it were. As English teachers we are committed to helping our pupils to understand and appreciate their language and to use it effectively for the myriad purposes of language in a civilized society. If Mr. Beckoff's advocacy of simplicity were wholeheartedly implemented in our instruction, we should soon, among other catastrophic results, be out of jobs, for our basic needs can after all be made known by a few judiciously vocalized grunts.

**ECONOMY NO PANACEA.** While Victor Hugo's cryptic communication with his publisher may have represented an economy of time, it is nevertheless a fact that in his books he practised no such prehistoric conciseness, but used words fully and freely with no attempt to paraphrase his own ideas into words of one syllable before they were copyrighted.

What is the "auxiliary" language, Anglo-American, that the author speaks of? Do we not all recognize, and have we not for some time recognized, that life on the American continent has added to the American language many words that are not found in British English? These words do not have to be legislated into being. They are here by popular demand. And what of the use of the word "auxiliary"? Why not "help-word"? Would this not be more consistent with the author's diatribe against polysyllables, especially those of classic origin, "Latinic obscurities"? How then justify his own use of such handy little expressional gadgets as *prolix, matriculated, polysyllabic, inherent, exigencies, excrescences, tortuosities, infinitesimal*, and too many others to list here? I feel certain that Mr. Beckoff cannot mean that we are to reserve the knowledge and use of the real language for some of us and teach a dehydrated, desiccated, monosyllabic version to those whom he designates as "the millions."

**CLASS DISTINCTIONS.** Who are these multitudes? Is it in keeping with the democratic belief in the perfectibility of man to decide in advance that there are millions who must be doomed to linguistic ignorance because English has some complexities in its structure; that they must never know the nuances of the language; that they will never use a synonym to express a meaning a shade differently and thus not experience the satisfaction that competent expression of one's feelings vouchsafes? Who is to make these



decisions? It seems to me that there is an essential conflict between the assumptions of this thesis and the assumption of democracy. It is as though the dessert is to be removed just as the children of the poor sit down to the table.

**SIMPLICITY NOT ONLY SOLUTION.** With regard to the author's contention that Emerson preferred slang to faultless, stabilized English, one is hard put to find examples of Emerson's own use of slang. His was the urgency of love of country, and appreciation of things American, but he was a scholar who advocated scholarship, and his writings, though compact, are certainly no example of primitive name-words.

The philosopher Huxley's measure of degrees of civilization is the ability to comprehend and express abstractions. He found the inability to do this the chief stumbling-block in the work of missionaries, scientists, and educators among primitive peoples. Of course, one may at this point pull the old chestnut out of the sleeping coals and ask, "What is civilization?" But the premise on which we proceed is that this is it.

The author attributes the high rate of Chinese illiteracy to the unreformed alphabet and the attendant lack of intelligibility of classic Chinese. Does he attribute American illiteracy to an "inherently simple English"? Perhaps Chinese illiteracy is due not so much to a complex orthography as to a lack of universal education, to poverty, and to a generally low standard of living. If the upper class Chinese have mastered their language, can't the underprivileged ones be taught it, too? If our own system of education does not yet represent the *summum bonum* for a land of our wealth and professed ideals, will legislating simplicity and legalizing slang make us all better Americans? We know English is flexible, meaningful, versatile, representative of a culture and a morality as well as a registering agent for primal needs. Why not teach it for the glorious vehicle that it is, a language that more than any other is articulate of man's grasping for the stars?

Because some uninformed soldiers called *Mt. Etna* "*Mt. Edna*"; shall we all say "football"? "*Bagatelle*" is still a brilliant borrowing from the French. One may smile at "bag of shells," but it would be interesting to have statistical evidence of the statement that "soldiers and civilians in America have long preferred i." We smile at Mrs. Malaprop, but even the uninitiated learn early to avoid

her coinages. And lest one convey the impression that pleasure through language must be confined to highbrow circumlocution, it is possible to point to two contemporary comedians, Archie of Duffy's Tavern, and the inimitable "Schnozzle" Durante, both of whom base their verbal shenanigans not on knowing less but on knowing more of the vagaries of English.

**JARGON.** It is true that in various branches of learning there have developed characteristic terminologies. We deplore "pedagogy," the doctor's deliberately deceptive Latinized argot, the bureaucrat's and the politician's platitudinous effusions, but we don't want to legislate them out of existence. Just as Thomas Paine's recommended cure for the licentiousness of the press was the natural punishment for licentiousness meted out by an enlightened reading public, instead of censorship, so the absurdities of some artificial and stilted nomenclatures will least impress a literate citizenry.

**BEAUTY IN LANGUAGE.** Without casting any aspersions on the religious fervor and sincerity of the Filipinos, I cannot believe that Mr. Beckoff really considers their pidgin English version of the Lord's Prayer superior to the fluid beauty of the original. If the Filipinos find solace and spiritual enrichment in a broken, inarticulate jargon, *because they are fumbling with a new language*, they are doing a commendable thing. But English-speaking Americans need not assume that it is desirable to turn back the universe until we are once more in the primordial ooze, in order to begin the emergence all over again.

"Our means of communication must be made clearer and practicable." How? By equipping everyone with a tailor-made, delimited, "basic" vocabulary capable of comprehension by the least unintelligent members of our society, and by rendering every abstraction human mind are infinite, its yearning for expression eternal, its desire for words insatiable, its conceptions grandiose and illimitable? The Atomic Age cannot be interpreted in monosyllables. If a serious attempt is made to cope with more by knowing less, then in the post-Atomic world even a shrug of the shoulders will be supererogation.

ANNE L. HARRIS

Christopher Columbus High School



*The Story of a Discussion Program.* By Joseph Cahn, Eduard C. Lindeman, Albert N. Mayers, Shirley Star, and Others. Edited by Alice Ballaine and Winifred Fisher. New York Adult Education Council, New York. 1946. 94 pages. \$1.00.

Democracy's most favorable environment is one in which there is a spirit of free discussion. Such discussion should increase the knowledge of the participants. It should improve the quality of their thinking, the acuteness of their judgments and their understanding of the views of other people. It should clarify opinions and, in the interchange of ideas, further the solution of problems.

Unfortunately, many discussions do not attain the goals laid out for them. We are all acquainted with the Town Halls, Forums, Symposia, Round Tables and Debates which either wander along aimlessly or deteriorate into contentious battles for victory. Verbal sparring takes the place of developmental thinking.

The Purposeful Discussion, as presented in the *Story of a Discussion Program*, is of a different stripe. Practiced in the *Veteran-Civilian Discussion Project*, which this report describes, it was developed by Professor Eduard C. Lindeman as an exercise in cooperative thinking which demands the full participation of all present. The Purposeful Discussion has a beginning and an end. It has direction. It starts with a problem and ends with possible solutions and courses of action. It helps satisfy democracy's need for an intelligent citizenry.

The New York Adult Education Council, interested in making an educational contribution to the veterans who were returning to civilian life in great numbers, set about to find out if there was a cleavage of opinion between the veteran and the non-veteran on such current problems as *Full Employment, Discrimination, Housing, Education and Conscription*. At the same time, the Council determined to improve the technique of discussion. The end result of the project was to be a report which might be a useful guide to other agencies anxious to set up discussion programs.

The program was carried out in New York City under the supervision of Dr. Joseph Cahn with the cooperation of 28 community centers and numerous other educational agencies during January 1, to May 31, 1946. Each center chose its discussion leader from a pool of forty trained by Professor Lindeman. The groups met once weekly for a period of eight weeks and discussed a series of prearranged subjects which included, in addition to the subjects mentioned above, *The Future of America, Can the Veteran Be a Citizen First?* and *What Price Peace?* Membership was recruited by those in charge of the community centers with the reservation made by the Council that each group be kept rather equally divided between veterans and non-veterans. The number of members in each group was purposely kept small in order to allow for maximum participation by all. From the Council came a flow of various administrative forms for use by the liaison officers of the agencies, bibliographies plus topic outlines for distribution to the discussion groups, and audio-visual aids for those leaders who requested them. A committee of

sociology students acted as field observers. After the last meeting in each center, a questionnaire was distributed in order to aid the Council to evaluate the project.

It is in the improvement of discussion technique that this study makes its most important contribution. Writing a chapter entitled "*Discussion: The Road to Reasonable Action*", Professor Lindeman develops his pattern of Purposeful Discussion which is, in essence, a plan for group problem-solving and fulfills all the requirements of Purposeful Discussion. These are the main divisions of the development in his own words:

1. *What is the situation that confronts us at this moment?*
2. *What are the major factors involved in this situation?*
3. *In what order of importance do these factors fall?*
4. *What alternatives are available for meeting this situation, for resolving the conflicts it presents?*
5. *Once we decide upon the most practical alternative, what appropriate roads to action can we use?*

Professor Lindeman's reasons for including point 5 are worthy of note: "*The man who acts without thinking is a mischief-maker. The man who thinks without acting is a malingerer. . . . Democracy's best friend is the thinking-acting citizen.*"

In order to carry out his plan, Professor Lindeman emphasizes that the prime requirement for a successful discussion is a qualified leader. This leader fulfills his function by promoting "sound thinking." Definitely not a propagandist, he should be more concerned with the logic and fairness of the group's arguments than in whether or not the views presented happen to match his own.

The dispersion of twenty-eight discussion groups throughout New York City helped spread the gospel for this type of informal discussion. When the project was completed, the experience gained by some centers in playing host to successful discussion meetings encouraged them to launch programs of their own. The New York Adult Education Council also broadcast a series of model discussions in collaboration with the New York Public Library, spreading the ideas of the Purposeful Discussion even further.

Since the number of qualified leaders who were acquainted with the Purposeful Discussion and available for evening discussion work were relatively few, the Council found it necessary to train its own personnel. The trainees had two meetings with Professor Lindeman, one with Professor Harry Overstreet, and two special sessions devoted to audio-visual aids. Many of these leaders have continued their work with discussion groups.

One chapter, written by Shirley Star, describes the convictions which people registered and it is interesting to note that Dr. Star discovered no split between the Veteran and non-Veteran on any of the issues discussed. An attempt was made to measure the newness of attitudes in order to discover what effect the discussion program had on the participants. The results suggest that "*the people who formed or changed their opinions tended to move in the direction of the people with whom they discussed.*"



Although the discussants overwhelmingly approved of the program in general, of the quality of the discussion leaders, and of the choice of discussion topics, they made some criticisms which are worth repeating.

Most of all, they wanted the discussions to culminate in a greater clarification of the *road to action*. It was also felt that the leader should either make a concluding summary or allow for a vote which would bring out the consensus or points of differences still remaining. One quarter of the participants complained that some group members monopolized the proceedings to the detriment of the discussion. Some complained of the homogeneity of their groups and felt divergent viewpoints were not represented.

*The Story of a Discussion Program*, that is, the report itself, is a contribution to the cause of the Purposeful Discussion. In handbook form, the summary gives to the educational agency or the community center a guide for action in the organization of a discussion set-up. Convenient forms are reproduced which can prove of great value in the administration of such a program. For the discussion leader, it provides the outline of an excellent discussion technique proposed by Professor Lindeman and includes reviews of some valuable supplementary aids.

The report presents a novel twist in the study of discussion technique by including a chapter by a psychiatrist, Dr. Albert N. Mayers, who participated in the project as chairman of a committee of field observers. Viewing discussion from a psychiatric viewpoint, Dr. Mayers declares that it has psychotherapeutic value and that the leader, therefore, is a therapist:

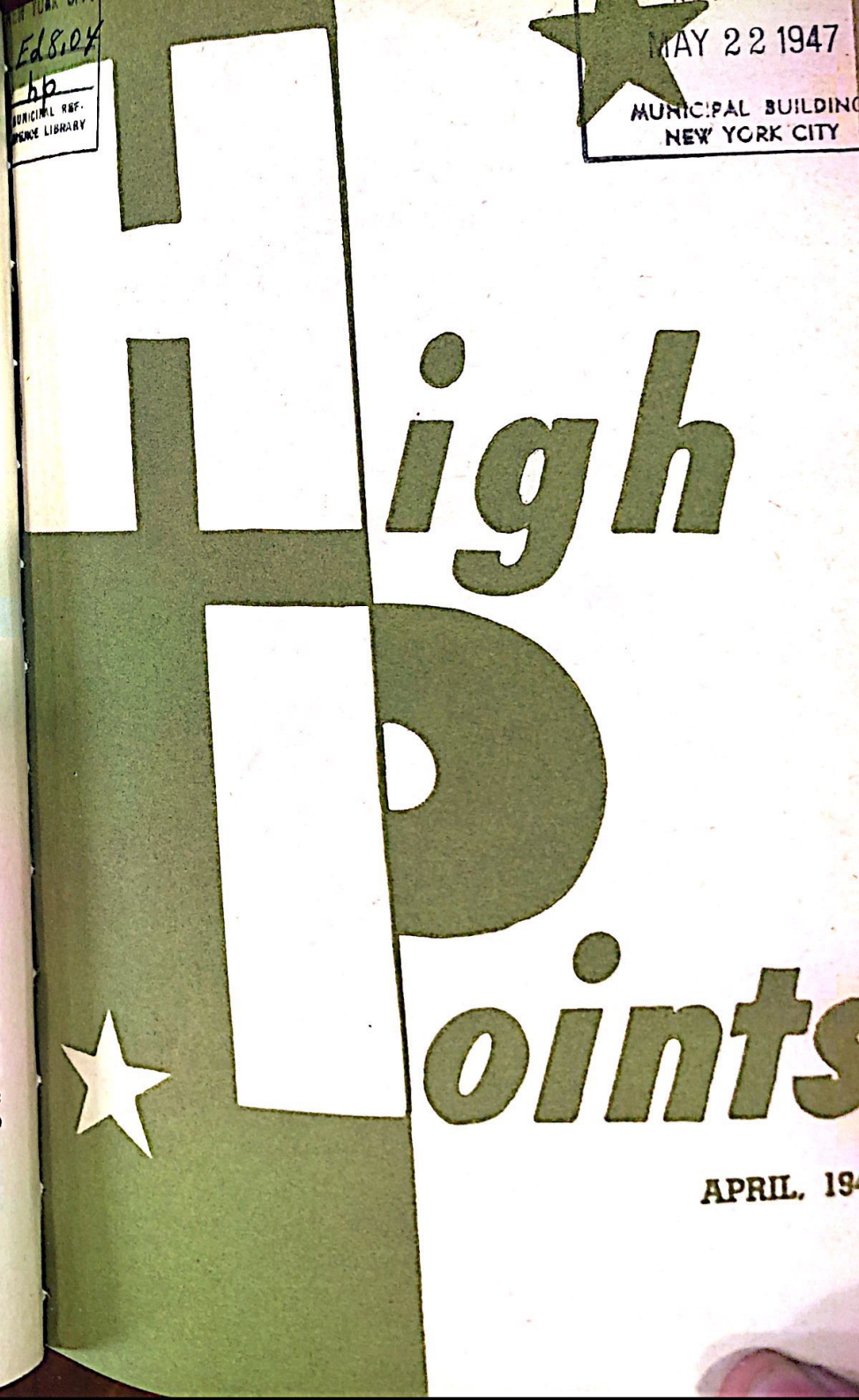
*"The process of attachment to the leader was similar to the transference phenomena often seen in individual therapy. Psychiatrically speaking, the leader, consciously or unconsciously, often assumed a fatherly or brotherly role or became the substitute for someone in authority. Rarely did the leader provoke negative responses in his members, and if he did, the group usually failed."*

Dr. Mayers also indicates the role which the *personality* of the discussion leader plays in the success of discussions:

*"Just as most success in psychotherapy requires a positive transference to the therapist, so does success in adult education depend upon generating positive emotions toward the leader and toward the group itself. Without that, adult education is bound to fail, because mere intellectualization will perish from its own lack of vitality. Man is a feeling as well as a thinking animal and unless the emotional factors are given their proper weight, thought of any significance is impossible."*

The Council is in the vanguard of a crusade to popularize the Purposeful Discussion, for Professor Lindeman's pattern is definitely a great stride in the development of discussion procedure. Psychiatry, however, seems slated to make the next contribution and it is hoped that the Council will not hesitate to take the leadership in this field as it has with *The Story of a Discussion Program*.

JACK BLUMENFELD



APRIL, 1947



# HIGH POINTS

## IN THE WORK OF THE HIGH SCHOOLS OF NEW YORK CITY

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Issued each month of the school year to all teachers in the High Schools of the City of New York. Published by the Board of Education, 110 Livingston Street, Brooklyn, New York.

Books concerned with educational matters may be sent for review to Mr. A. H. Lass, Fort Hamilton High School, Shore Road and Eighty-third Street, Brooklyn, New York. School textbooks will not be reviewed.

The columns of HIGH POINTS are open to all teachers, supervising and administrative officers of the junior and senior high schools. Manuscripts not accepted for publication not returned to contributors unless return is requested. All contributions should be typewritten, double spaced, on paper 8½" by 11". They may be given to the school representatives or sent directly to the editor.



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## A Project in Appraisal

David H. Moskowitz\*

The recent flood of educational literature, issued under the auspices of national councils, state departments, individual schools and colleges, and associations of teachers, attests to a healthy state of self-examination as to the content, method, and purpose of secondary education. The major objective of these enquiries is the improvement of education, in general, and the improvement of teaching and learning, in particular.

Within this framework, it is natural that the High School Division has embarked upon a program of evaluation, beginning with an appraisal of the program in English and Speech. This is a cooperative project in appraisal, with major emphasis upon self-evaluation.

The teacher of English through a very broad and inclusive course of study, through the possession of many sources and materials of instruction, and by reason of wide choices in methodology, possesses degrees of freedom not enjoyed to an equal degree by teachers of other subjects. After a progressive development along these lines for many years, it is pertinent to pause for reflection as to the validity of current practices. It is valuable to gauge the degree to which the program in English and Speech contributes to the general education of all the children for responsible citizenship in a free society.

A medium for the attainment of this all-inclusive objective is an interpretation of instruction in English as a process of communication: through reading, writing, speaking, and listening. Appreciation, standards of value, and character development are not to be overlooked in this emphasis upon communication. A caution is necessary, at this point, to guard against any thought of isolating the activities comprising the total program of English. The classification of reading, writing, speaking, and listening is to be regarded as a temporary expedient. The aim must inevitably be an integration of these means of communication in any well-ordered program of instruction.

Our appraisal aims to ascertain the range of abilities of the students in each school, to measure their present competence, to seek the means of improvement, and to stimulate the process of growth. As set forth in Bulletin No. 2, issued on February 11 (q.v.), the appraisal project will consist of three main subdivisions:

1. A general survey comprising a testing program, and a study of adap-

\* Assistant Superintendent, High School Division.



- tation to individualize instruction, of objectives, of the reading program and supplementary materials of instruction, and of special projects.
2. *A program of self-evaluation:* This re-examination of its own practices by each department can become the most valuable aspect of the project. Suggestions for such self-evaluation are set forth in Bulletin No. 2.
  3. *A study of a group of selected students* representing a cross section of the school population, with the aim of appraising their progress and growth.

It is the purpose of the Appraisal Committee to issue medial reports of noteworthy contributions of particular schools to the attainment of general objectives. In this way, the excellent practices of one school can be made available to all. One example of such an integrated project has come to our attention. The project is a set of uniform lessons on DISCRIMINATION employed in the Abraham Lincoln High School. The outline of the project follows.

The committee welcomes the receipt of such local projects and feels that they are an important part of our co-operative project in appraisal.

#### UNIFORM LESSONS\*

##### Subject: Discrimination

It was my good fortune to serve my apprenticeship under a great teacher and humanitarian, the late Ellen E. Garrigues. It was from her that I got the idea of using Uniform Lessons. She had very definite reasons about their use and value, among which were the following:

1. They set the tone and placed the emphasis for the term's work; they made it possible to involve the whole school in a worth-while project.
2. They made the first two weeks pleasanter for everyone:
  - a. Pupils whose programs might be changed were not dis-oriented.
  - b. Teachers were eased into a new term's work: getting a breathing spell in the spring term, making an easier adjustment in the fall term.

\*I wish to thank Miss Newton, Mrs. Kappalman, Mrs. Surrey, Miss Farquhar, Mr. Steingart, and Mr. Pargot of the Abraham Lincoln High School English Department for assistance in formulating and preparing these Uniform Lessons, and The National Conference of Christians and Jews and The Council Against Intolerance for their generosity in supplying us with leaflets and posters.

#### A PROJECT IN APPRAISAL

- c. The chairman didn't have to distribute texts until the end of the second week, when pupils' programs were set.

All these are still good reasons.

MAXWELL NURNBERG

Abraham Lincoln High School

#### UNIFORM LESSONS ENGLISH DEPARTMENT

February, 1947

- |                    |  |
|--------------------|--|
| Friday, Feb. 7     | Organization plus definition of DISCRIMINATION and distribution to pupils of copies of N. Y. State Law Against Discrimination. |
| Monday, Feb. 10    | Discussion of State Law and motivation of STEREOTYPES.   |
| Tuesday, Feb. 11   | STEREOTYPES in Radio, Movies, Books. What can we do about them?  |
| Thursday, Feb. 13  | Written composition.   |
| Friday, Feb. 14    | Capitalization.  |
| Monday, Feb. 17    | Speech and Stereotypes.  |
| Tuesday, Feb. 18   | Words misspelled because of confusion of meaning or mispronunciation.  |
| Wednesday, Feb. 19 | Discrimination in Reading.   |
| Thursday, Feb. 20  | Distribution of Texts.   |

#### Friday, February 7

After you have completed your organization, write the word DISCRIMINATION on the board and ask pupils what two seemingly opposite meanings the word has today. This should be what you get:

*Discrimination* (making distinctions—good or bad)

- a. Prejudice.
- b. Good taste.

Ask the class, "On the basis of these two meanings of *Discrimination*, what would be one way of improving the world?" When the answer is given, you can go to the board and dramatically erase *Prejudice*. If we can erase *Prejudice* and develop *Good Taste* we shall be taking a great step forward. That, then, is the theme of these Uniform Lessons—very appropriately, since Negro History Week and American Brotherhood Week run concurrently with our Uni-



form Lessons. These lessons will attempt to analyze the causes of *Prejudice* and what we can do to help eliminate it; they will try to suggest ways of developing *Good Taste* in reading, listening, speaking and writing. *As in the past the following are merely suggestions which you are to improve and to adapt to the needs of your pupils.*

Some time during this period you will distribute copies of the New York State Law Against Discrimination (one will be furnished for each pupil). This law will form the basis of the next day's assignment.

### Assignment

Pupils should be asked to read the law and discuss it with their parents. They should answer in writing one or two of these questions.

1. Why was this law passed?
2. Does it go far enough?
3. Are there any omissions you would like to see remedied?
4. How can we help to make this law an effective instrument in the fight against discrimination?

(Other, probably better, questions will occur to you.)

Monday, February 10

After a brief discussion of the New York State Law, begin to take up the analysis of the causes of prejudice. It is suggested that you begin this discussion by teaching pupils the meaning of the word STEREOTYPE through reading to them some or all of the following excerpts, stopping to ask clarifying questions after each:

The Secretary General of the United Nations, Trygve Lie, called a meeting of his staff at United Nations headquarters yesterday, but someone forgot to tell Victor Chi-tsai Hoo precisely where the headquarters were.

Headquarters are at 610 Fifth Avenue. What they told Mr. Hoo was merely to come to "610," which he did—Room 610 in the Waldorf Astoria.

Mr. Hoo is a genial man who likes to tell stories on himself. As he told this one with a perpetual grin, this is what happened.

He rang the doorbell and a woman answered, just like the accidents in the movies. Looking past her he could see that this was nothing but an ordinary hotel room, and he began to have his doubts. However, the woman greeted him casually, told him to come in, and said she was pleased to see him.

Mr. Hoo, who has been in this country often and says he respects both our lack of precedent and our hospitality, admits he was doubtful at this point, but he went in and waited while the woman went into the next room.

In a moment, he relates, she returned and handed him a large package of laundry.

### A PROJECT IN APPRAISAL

Then Mr. Hoo used his gifts of diplomacy. "Madame," he remarked. "I'm afraid there has been a slight misunderstanding. In your country many Chinese are laundrymen, but in my country, they are also doctors, clerks, shoemakers, and philosophers. I think I am in the wrong room."

(from New York Times, slightly expurgated)

Question: What two meanings has the sentence, "I think I am in the wrong room"?

\* \* \* \*

From an editorial in the London *News Chronicle* called "Shaking Hands with Murder," written after Reichsmarshal Goering surrendered and his captors shook hands with him:

"Once and for all," said the editorial, "Hermann Goering is an evil, cruel murderer to whom justice must be done. Because he is fat, he is not kind; because he laughs, he is not merciful; by his record he is a criminal."

Question: What kind of stereotype is attacked here?

Shakespeare was guilty of this kind of stereotype in *Julius Caesar*:

"Let me have men about me that are fat,  
Sleek-headed men, and such as sleep o' nights.  
Yond Cassius has a lean and hungry look;  
He thinks too much; such men are dangerous."

\* \* \* \*

The following excerpts from *Army Talk*, Orientation Fact Sheet No. 70—*Prejudice! Roadblock to Progress*—may be helpful in discussion of stereotypes and their dangers:

Practically everyone of us has prejudices. Some of us may shudder at the idea of eating frogs and other foods we've never tasted but which other people enjoy. Or we may be prejudiced against bow ties or purple shirts. But these are meaningless prejudices which don't hurt us. There are other prejudices, however, which affect our lives very much. A prejudice against a necktie because of its color is harmless—but a prejudice against a person because of his color, race, nationality, or religion can do plenty of damage.

A prejudice is an opinion or emotional feeling which isn't based on fact or reason. It is an attitude in a closed mind.

\* \* \* \*

By the time we have grown up we already have "pictures in our mind" of many people with whom we've had little or no contact. We may have a stereotyped picture of Negroes as lazy, stupid, happy-go-lucky; of Jews or Scots as stingy and money-mad; of Irishmen as hot-tempered, brawling, whiskey-loving. These stereotypes are being constantly reinforced through newspapers, movies, conversations and jokes, books and radio. A single



story, comic strip, or movie may not make too deep an impression. However, when time after time the Negro is presented as a crap-shooting, shiftless character; the Latin as a gangster or racketeer; the oriental as a slinking, mysterious, and crafty person—then deep and lasting impressions are made which go to form attitudes and prejudices.

\* \* \* \*

A very vivid parable showing how a stereotype originates from a prejudice or a closed-mind generalization is contained in the first paragraph of a review of "Glass House of Prejudice" in the N. Y. Times Book Review, Feb. 2, 1947:

"All Indians," said the traveler, "walk in single file."

"How do you know?" he was asked.

"Well, the one I saw did."

So we know, with equal validity, that Mexicans are stupid, Negroes shiftless, Japanese sly and Jews either bankers and/or Reds.

\* \* \* \*

After the meaning of a stereotype and its dangers have been firmly established, the following excerpt from Max Lerner can be used to illustrate the other meaning of *Discrimination* (discriminating taste). Some may prefer to use it on another day when pupils' tastes in books, radio, movies, and music are discussed.

"I remember talking to an old cleaning woman in a hotel down South.

'Oh, yes,' she told me, 'I listen to Walter Winchell. He's wonderful.'

I was glad to hear this. I asked her if she heard Drew Pearson.

'Oh, yes,' she said, 'he's wonderful, too.'

'Do you ever hear H. V. Kaltenborn?' I asked.

'Oh, yes,' she said, 'he's wonderful.'

'And Upton Close?'

'He's wonderful, too.'

'And Fulton Lewis, Jr.?'

'He's wonderful, too.'

I was inclined to throw up my hands at the time. I thought, what is this? This woman likes everybody, regardless of his point of view. And then I realized that here was a woman who before radio would never have had the chance even to practice this lack of discrimination. *There is a stage in all education for all people where you like everything until you develop taste.* This woman was at that stage." (Italics ours.)

#### Assignment:

What are the stereotypes we hear and see over the radio or on the screen? Give specific stereotypes of some of the following: the "typical" adolescent, the "typical" school teacher, the Negro, the Italian, the Irishman, the Jew, the Oriental.

#### A PROJECT IN APPRAISAL

For motivating the assignment you can use this excerpt from Walter Winchell:

Racial differences were once hilariously funny until Hitler turned them into a ghastly nightmare. What was once a light allusion to a half dozen nationalities has become a heavy reference to 4,000,000 dead. . . . It is time, I think, that the stage, movies, and radio started doing their own laundry. . . . If you hear any comics—I call them vomics—who use jokes offensive to any race or people, please let me know. I am going to ridicule them right off the stage.

Tuesday, February 11

You will be furnished with a copy of *How Writers Perpetuate Stereotypes* and other pamphlets, generously given to us by the National Conference of Christians and Jews, to help you plan this lesson.

The discussion of stereotypes seen on the screen, heard on the air, or read in books, should bring out several points in answer to such questions as these:

1. What are the specific traits the stereotype emphasizes in Henry Aldrich and Andy Hardy as "typical" adolescents, or in Rochester, Amos and Andy, and Uncle Tom as "typical" Negroes?
2. Does this tell the truth about the adolescent or the Negro?
3. Why is it *dangerous* to generalize about an entire group?
4. What can we do to eliminate dangerous stereotypes, based upon prejudiced generalizations?
5. What can we do about our own prejudices?

The last two questions run into motivation for Thursday's composition writing which should be based on the discussion of the previous two days. A list of topics follows:

#### Composition Topics

(Select topics suitable to grades you teach.)

*Stress importance of writing "fan" letters—those who do good deeds need to be assured that they have supporters.*

##### I. What we can do about it—Letters

1. To department stores (like A & S, for instance) congratulating them on crossing color lines in hiring sales people.
2. To theatres, restaurants, hotels about unfair practices.
3. To railroads—Negroes not permitted in dining cars south of Washington unless section is screened off.
4. To congressmen urging passage of F.E.P.C. at this session or to state legislators urging extension of anti-discrimination law to colleges.



5. To movie producers, newspapers, radio stations, etc., condemning stereotypes or praising a particular program (for example, praising "Superman" because of its fight against intolerance).
6. To movie producers suggesting issuance of shorts of the kind the army used on theme of discrimination and intolerance.
7. To an athletic coach commending him for cancelling a game because of Jim Crow regulations.
8. To the appropriate office citing a violation of the new State law.
9. To the president of big league baseball urging removal of apparent ban on hiring of Negro players.
10. To Edward Johnson of the Metropolitan Opera House asking that he follow recommendation of John Ball, Jr. (Brooklyn Daily Eagle) who asks that fine Negro talent be used in important roles.

## II. Discrimination and Prejudice

1. Pride and Prejudice.
2. My first recollection of prejudice.
3. Sometimes it (color, religion, nationality) makes no difference!
4. I had made up my mind not to like him (her), but.....
5. How I came to know that there is prejudice in the world.
6. I was (angry, upset, ashamed, or flattered) when I.....
7. It happened to me!
8. "To bigotry no sanction!"
9. A prejudice I haven't yet overcome.
10. Art has no color lines.
11. Athletics, a solvent for prejudice.
12. I *am* intolerant when it comes to .....

## III. Discriminating (Good) Taste

1. When I read and enjoyed ..... I realized my taste had changed.
2. I used to love the comics but now .....
3. In music it used to be the "Three Little Fishes," now it's the three big B's.
4. How (or why) my taste changed in .....
5. What music (poetry, the theater, or painting, etc.) means to me.
6. Movies I Keep Away From (or radio comedians or radio shows).
7. My favorite (radio show or comedian, movie or movie star, book or author, newspaper or magazine).
8. .... I could do without.

## Assignment

Select a topic and prepare a working plan on it.

Distinguish between the outline (which is made of something already written) and the working plan (which is made for something to be written). Stress the need for a working plan. For most of our pupils a composition springs from the brain like Athene fully armed. Here is a simple form indicating steps in planning a composition:

## A PROJECT IN APPRAISAL

### A. Collecting material

Empty the mind of all ideas on subject and jot them down. (Armchair research)

### B. Sifting material

Is there sufficient material to use? Is all of it important? (Unity)

### C. Arranging Material

Indicate by letters or numbers ideas that belong together. These will become separate paragraphs. (Coherence)

Also point out difference between repeating an idea and developing it with facts or examples so that it moves ahead. (Difference between general and specific words)

Stress importance of economy of expression which can be achieved only by planning. Pupils like the story of G. B. Shaw or Mark Twain or Pascal or Dorothy Parker or Confucius, who once wrote, "Please excuse this long letter. I didn't have time to write a short one."

Only good planning will produce a good composition. (And by the way, *only good planning will produce a good lesson.*)

Thursday, February 13—Writing of the composition. No assignment.  
Friday, February 14

In the so-called science of graphology writing uphill is supposed to show industry and a desire to achieve a goal; dotting the *i* with a circle is supposed to reveal a person given to fads; a capital M with a high first stroke supposedly indicates pride. Graphologists use many other stereotypes to read your character from your penmanship.

But how much more can be really read about a person's character through his spelling, his punctuation, and his use of capitals. People have been asked to apply by letter in their own handwriting for positions of responsibility. The *good taste* he uses in selecting proper paper, color of ink, choice of words, tells the type of person the writer is.

In this lesson we want pupils to discriminate between the use of small and capital letters. After stressing the principle behind capitalization—to give a word its proper prominence or pay it due respect—see how well pupils can apply this principle in writing the following five sentences in their loose-leaf notebooks:

1. In Georgia, as well as in other parts of the South, Negroes have long been the victims of political discrimination, a practice which is cer-



tainly un-American.

2. Four Army chaplains—a Catholic priest, a Jewish rabbi, and two Protestant ministers—stood hand in hand on a sinking transport in the North Atlantic praying to God for the safety of their men.

3. For the spring term John chose mathematics, French, chemistry, and English as his majors.

4. In our high school the Lincoln Award is presented each February 12 to an outstanding citizen of our city—this year to Mrs. Eleanor Roosevelt, the widow of our great war President.

5. A good American book for enlightening us on the reasons behind discrimination is *Probing Our Prejudices*, published by Harper and Brothers, Inc.

### Assignment

Make up a week-end radio assignment suitable to the grades of work you teach and looking forward to Monday's lesson on speech.

Monday, February 17

### Speech

Most of you are very discriminating when you go shopping for clothes or a hat or a tie. How discriminating would you be, if you could go shopping for speech (manner of speaking and voice)? If there were speech to sell, what would you buy? (Whose voice and speech would you want as your own?)

In order to shop wisely you will have to develop a discriminating ear. What habits or patterns of speech would you shun? What in speech or voice would correspond to loud, showy clothes, or unbecoming, badly fitting garments? Learn to listen to yourself as well as to others. Jot down mispronunciations and errors in enunciation that you'd refuse to buy.

What will you have to pay? Answers should be gotten from the class.

On another sheet are some thirty sentences to be used as an enunciation, pronunciation, speech and voice test. Any who seem to need clinical help should be referred to speech clinics.

### Assignment

Make up an appropriate assignment for next day's spelling lesson  
Tuesday, February 18

### Spelling

This is a lesson in spelling, dealing with words that are misspelled because of a lack of discrimination:

1. those that are often carelessly pronounced by the speller
2. those that are confused in meaning with another word that has the same or similar sound.

It is, therefore, also a lesson in pronunciation and meaning.

From the list given below select those suited to the grades you are teaching. Some that seem too easy, words like *women* (for *woman*) *lead* (for *led*) *then* (for *than*) *loose* (for *lose*) *there* (for *their*) are misspelled even on Regents papers. Give such words in all terms.

#### Confused

accept, except  
lose, loose  
past, passed  
desert, dessert  
to, too, two  
adjoin, adjourn  
than, then  
their, they're, there  
it's, its  
whose, who's  
stationery, stationary  
weather, whether  
principle, principal  
capital, capitol  
affect, effect  
formerly, formally  
bullion, bouillon  
lead, led  
personal, personnel

#### Mispronounced

government  
mischievous  
height  
grievous  
library  
pronunciation  
surprise  
congratulate  
tragedy\*  
environment  
athletics  
similar\*  
villain\*  
village\*  
Britain\*  
accumulate  
prophesied  
captain\*  
pantomime

### Assignment

Try to recall books you have ever read—those you have enjoyed and thought worth-while reading—those you would certainly recommend highly to fellow-students. Make a list of at least three and tell in a sentence or two for each of three just why you think so highly of it. Don't use "wonderful," "interesting," or "lifelike";

\* Words starred are not mispronounced by pupils. The point to be made here is that they cannot be pronounced correctly the way they are often misspelled (*tragedy, similiar, Britian, captian*, etc.).



try to say something specific about the book. At the top of your list, as a title, write, "How Good Is My Taste?"

Wednesday, February 19, 1947

### Reading

Develop your own lesson here, giving it any emphasis you like. Out of the discussion should come some kind of answer to questions like, "What is a best book?" "Why do you forget some books in a few weeks and remember others for years?" "How do you know when you are reading a best book?" etc.

With the aid of suggestions made by pupils submit your list of best books for our revised supplementary reading list.

Thursday, September 19, 1947

Distribution of first text.

### Supplementary Material

(For distribution or reference)

State Law vs. Discrimination—1 for each pupil.

Pamphlet *How Writers Perpetuate Stereotypes* (1 copy)

Leaflet *American Brotherhood* (1 copy)

Leaflet *Race? What the Scientists Say* (1 copy)

Leaflet *Intercultural Books for Children* (1 copy)

Intercultural Plays (on file in English Office)



### TEACHER'S DIGNITY

I wish that I could persuade every teacher in an elementary school to be proud of his occupation—not conceited or pompous, but proud. People who introduce themselves with the shameful remark that they are "just an elementary-school teacher" give me despair in my heart. Did you ever hear a lawyer say deprecatingly that he was only a little patent attorney? Did you ever hear a physician say, "I am just a brain surgeon"? I beg of you to stop apologizing for being a member of the most important section of the most important profession in the world. The grandeur of your profession can clothe you like a splendid cloak. Pull it around you; draw up to your full height, look anybody squarely in the eye; and say, *I am a teacher.*

—William G. Carr, Sec'y, Educational Policies Commission:  
Quoted in *Education Digest*, Ann Arbor, Michigan.

## Horse and Buggy Supervision in The Atomic Age—The Case of the Social Studies

ALBERT H. SAYER, Brooklyn Technical High School

Teachers of the social studies should be grateful to Isaacs and Kolodney for having crystallized in their article (*Towards a Theory of Supervision*, HIGH POINTS, May 1946) the feeling of frustration that has become widespread among teachers and supervisors of the social studies.

SOMETHING IS WRONG. The fact that the article was acclaimed by many teachers as a ringing challenge, as virtually a pedagogical "declaration of independence," reveals that something is wrong. Why should teachers be so afraid of visits and supervisory reports, even in schools where the personal and professional relationships of chairman and teachers are good? Is it merely malfunctioning of the supervisory set-up? Or is something preventing classroom teachers from doing the kind of work, day in and day out, which they would be willing to display to anyone at any time?

SUCCESSSES. It goes without saying that the improvement of the visit-report technique of supervision is a highly desirable development. I know of an elementary school where the principal was in the habit of visiting every room in the school every day—informally, charmingly, briefly, without the strain of formal visits. There was a fine blend of inspectorial and guidance functions. The atmosphere of the school facilitated the improvement of instruction.

There was, likewise, a high school department in which the rapport between chairman and teachers was unusual. The latter often invited the chairman to visit them, and the teachers intervisited constantly. Classrooms were always open—except on drafty days. Teachers and chairman frequently differed on the evaluation of lessons, on the merits of various techniques, and on the courses of study; yet there was a climate which nourished good teaching in the fullest sense of that word.

THE EXCEPTION. Unfortunately, such schools and such departments are, and always will be, exceptional. They are the result of a fortuitous coming together of strong leaders and nuclei of



superior teachers. And that points to the fundamental mistake of our theory of supervision as thus far developed: it premises ideal situations, with exceptional supervisors and exceptional teachers taken as the norms.

**A PARAGON.** The chairman is expected to be a person of such poise and charm that his teachers will feel no strain when he visits them. He must be a literary stylist, so that he can write reports which concisely give comprehensive and accurate descriptions of the lessons observed, perspicaciously pointing to the merits of the lessons (even when there are none worth mentioning), and deftly recommending improvements without hurting anyone's feelings, and without putting any teacher "on the spot" for promotional purposes. He must show the patience of a saint with his "slow" teachers, and be relentless with the recalcitrant ones. He must have the executive ability to organize his department, purchase supplies, find and systematize visual and auditory aids, know about the latest texts, act as guidance counselor to pupils and parents, give advice to the principal, stimulate extracurricular activities, dig up substitutes, attend professional meetings, and help his teachers prepare for examinations. He must prove himself a good supervisor by making life as easy as possible for his teachers. He must prove himself a good executive by delegating as much work as possible to his teachers.

The classroom teacher is, of course, expected to be a superb craftsman. He teaches five lessons a day, involving two or three (sometimes four) preparations. Theoretically, the same lesson should provide for differences from one class to another. The lessons should vary from day to day, in order to develop various types of skills. Some lessons should stress attitudes rather than skills or knowledge; some should be socialized lessons; others, drill lessons. Review—motivation—summaries—board work—map work—quizzes—to check or not to check homework! Questioning should be broad enough to go beyond the homework, yet be specific enough to emphasize the assignment; it should be thought-provoking, and also factual. The students should be encouraged to talk at length, but the teacher should reach two-thirds of the class every day. The teacher must always be in control of the lesson, artistically carrying it from step to step; but the lesson should be pupil-centered.

At the same time, the teacher attends professional meetings; reads

## HORSE AND BUGGY SUPERVISION

the newspapers, periodicals, professional journals, and the latest books in his field and in other avenues of culture; takes in-service courses, and prepares for promotion examinations; and, these days, tends bar at night to maintain his standard of living. All this—and be a happy husband and father, or wife and mother!

**INADEQUACIES.** To summarize—the present supervisor-teacher relationship makes for interesting questions on promotion tests, but it is not producing adequate results in its function of improving instruction. Far be it from me to belittle the progress which has been made in the teaching of the social studies during the last fifteen years. We have greatly reduced the amount of rote teaching, and have introduced a socialized atmosphere into the classroom. We have broken down classical traditions enough to make room for some attention to the world about us. We have made a valiant effort to solve the problem of the "slow learner." In spite of all these advances, however, the energetic, progressive, and conscientious teacher feels frustrated. He feels that the rate of progress has slowed down noticeably, and that the present chairman-teacher set-up, however earnest and competent the chairman, does not give him enough help in grappling with the overwhelming problems he faces. So he lacks confidence in what he is doing, closes his classroom door, and finds fault with supervisory reports.

The Isaacs-Kolodney article, unfortunately, offers a static approach to the problem. It takes the existing set-up for granted, and attacks its annoyances. The criticisms are generally valid as regards specific actions of individual supervisors. They do not constitute an addition to the theory of supervision; merely a complaint about the misuse of basically sound supervisory techniques.

The premise that teaching is essentially an art is not a helpful one. Teaching should be viewed primarily as a craft, which can, in the hands of a superior teacher, be lifted to an artistic level. We cannot expect many teachers to become artists; but we can expect that every teacher be given the training and materials which will enable him to be a competent craftsman.

This is more than a matter of semantics. The connotation of "art" is that the teacher is an artist using the pupils as a medium by which he can "express" himself. Upon the observer rests the responsibility of searching for the artist's message; only the Philistine would



evaluate a work of art by objective standards. The craftsman, on the other hand, tempers his "instinct of workmanship" with the discipline of the productive system of which he is a part. However original he may be in his methods and products, what he offers to the public must meet generally accepted standards of workmanship and value.

It follows, accordingly, that I do not regard the supervisor as an art critic, constrained from applying specific standards of achievement to the lesson unfolding before him, lest he expose his lack of the insight to appreciate the inner creativeness of the teacher.

Isaacs and Kolodney are right to the extent that they point to two unfavorable developments: (1) the misuse which has been made of the visit-report technique of supervision, (2) the error of many chairmen in relying upon the visit-report as the chief technique of supervision. It may be that the observation report has become such a routinized affair that, by now, it is, except in the hands of the superior chairman, of doubtful value. Perhaps our chairmen ought to experiment with more visits (followed by oral conferences when advisable) and fewer written reports.

**IMPORTANCE OF SUPERVISOR.** Isaacs and Kolodney are wrong, however, when they, by implication at least, belittle the function of the supervisor. The theory that "he supervises best who supervises least" is as outmoded as the analagous theory of government. The contentment which some teachers may derive from the absence of positive supervision is hardly comparable with the joy that most teachers find in the self-improvement made possible by the right kind of supervision. One of the reasons for the better teaching of the social studies today than a generation ago is the improvement that has taken place in methods of supervision and administration.

**STANDARDS NEEDED.** Nor should we accept the implication that open-mindedness among teachers and supervisors toward unorthodox techniques is an alternative to the establishment and acceptance of definite minimum standards of performance. On the contrary, the more assured we are that such standards have been established and are being met, the freer supervisors and teachers can be in co-operative experimentation.

Getting rid of stereotyped and unreasonable observation reports is

desirable. It would not, however, reach to the roots of the problem, which are as follows:

**HELP WANTED!** First, the teacher of social studies has not received, and still does not receive, the comprehensive guidance which would enable him to achieve a high level of progress in the improvement of social studies instruction. Since he started teaching, his training has consisted of these sundry items:

- (a) a residue of generalities from pedagogy courses
- (b) some good ideas from a practicum course
- (c) his textbook
- (d) a calendar of lessons, based on the syllabus
- (e) periodic, though infrequent, observation reports
- (f) haphazard gleanings from conversations with his chairman and fellow-teachers
- (g) sometimes, visits to colleagues' classes
- (h) occasional bulletins from the chairman or grade leaders, offering suggestions for enrichment

All these together are not enough. Ask any chairman how many good lessons he sees in a year. Ask the superior teacher how often he teaches a superior lesson. The least bit of scratching below the surface reveals a glaring paucity of good teaching.

Whose fault is that? Neither the teachers' nor the chairman's. Too much is being asked of them!

Second, the teacher of social studies, even under optimum conditions, cannot keep pace with the requirements of a subject that is in a state of constant and rapid flux. He needs a running summary, unbiased and well organized for teaching purposes, of United Nations activities. He'd like to get straight the facts about wages, costs, and profits since 1940. He notices in the *Times* a reference to R.R. Young's article, in the *Atlantic* of December, 1946, on banker control and the railroads, which might be suitable for classroom use. He ought to read Schumann's *Soviet Politics* and Kravchenko's *I Chose Freedom* before he reaches the last unit in the history syllabus. He is looking for up-to-date case materials to enrich his lessons on the significance of overhead costs in the modern economy. He wonders how important Schlesinger's *Age of Jackson*, Hans Kohn's books on nationalism, or Fast's *The American* are for the teacher of history. And so on, ad infinitum.



But—when does he have the time to read; evaluate, and compile? How much he'd like to do—and how little he can do!

The chairman, of course, should do this work for the teachers. Yet he works under the same handicap of lack of time. He has a half-dozen conferences a year in which to reach his teachers as a group. If he's lucky, he has four or five superior teachers to help him in the task of meeting the dynamic requirements of the subject; but these people are busy working in professional organizations, running the G. O. and other extracurricular activities, and studying for examinations.

**TWO SUGGESTIONS.** We must face the fact that we are approaching the limit of what we can expect from the present set-up. In some way we must expand that set-up so as to increase effectiveness and diminish frustration.

Two ways in which this can be accomplished are—

- (a) job sheets for classroom teachers
- (b) a service bureau for the social studies.

Imagine a tool-and-die maker being told that he must figure out for himself how to do each job assigned to him; it would not be *comme il faut* for him to work from a blueprint. Silly? Yet that's virtually the effect of the supervisory set-up we now use. The superior teacher is no problem; from year to year he continues to grow as a craftsman, perfecting and innovating, and transmitting to his chairman and colleagues the products of his learning and imagination. The average teacher (and I do not use the word "average" with any connotation of mediocrity) does the best he can. During the first few years of his career, he improves at a rapid rate, and then reaches a point of diminishing returns. The occasional new ideas he gets from his chairman, fellow-teachers, or professional articles are not enough to offset the effects of in-breeding.

The job sheet would be a blueprint from which the teacher would derive the benefit of the best thinking of the social studies teachers as a body. It would show a half-dozen aims on which a particular lesson might be based, several ways of motivating a lesson, a series of key questions from which the teacher could make a selection to suit his own purposes, suggestions for socialized procedures or projects, visual aids, and supplementary readings to enrich the teach-

ing of that topic. Periodic revision of the job sheets would keep the teachers up-to-date on facts and figures, visual and auditory aids, the newest scholarship in that field, and on what's being done in the other schools of the city. From such a job sheet, the teacher shifting from history to economics, or from economics to civics, would get a better perspective of each of the seventy-or-so titles in the calendar of lessons. From such a job sheet every teacher would be able to plan his lessons with the confidence that every lesson would meet a minimum standard of performance.

No, such job sheets would not constitute a strait-jacket, nor bar superior teaching. Not only would the good teacher be able to go beyond the suggestions of the job sheet, but through the job sheet he would find it easier to share with his colleagues throughout the city the fruits of his energy and original thinking.

The job sheets would be a boon to the substitute, to the young appointee, and to the experienced teacher who, after fifteen years, has squeezed his lesson plans dry, and finds it difficult to make his lessons exciting to his pupils or to himself; a boon even to the chairman, who, after all, has to worry about these people. Job sheets would make general the kinds of lessons which, despite the gains of the past generation, are still the exception. Anarchy and fumbling would be replaced with systematic working methods. Uncertainty and fear would be converted into self-assurance; and the feeling of success would be a spur to further self-improvement.

Such job sheets do not now exist, however, and they won't appear out of a vacuum. That is why we need a service bureau for the social studies. The function of this service bureau would be to institute a system for effectuating that improvement of instruction which individual departments, by their separate efforts, can achieve only to a limited degree. It would make life easier and happier for both teacher and chairman.

The first task of the service bureau would be to create sets of job sheets for the various social-studies courses. This work would have to be delegated to a series of committees, but it would never be completed without central and vigorous leadership. Second, the bureau would perform one of the most important functions of supervision—pollinization. It would make the best practices of individuals and departments the common possession of the teaching staff as a whole. Third, it would maintain a steady flow into the



schools of the materials needed to improve the teaching of current events. These three functions are more than enough to justify the creation of this position. In fact, at this point it is pertinent to inquire whether the social studies are not as deserving of this kind of service as science, accounting, music, art, and other fields.

**OTHER FUNCTIONS.** There are numerous other significant tasks to be performed by a service bureau for the teachers of social studies. As a central liaison agency it could help a great deal to

- (a) speed up revision of syllabi
- (b) articulate the social studies in the several divisions of the school system
- (c) promote the correlation of the social studies with the other subjects
- (d) foster experimentation in materials and methodology, and establish an exchange library for new ideas
- (e) provide chairmen with annotated bibliographies of books, pamphlets, and films
- (f) work out a more effective program of radio teaching
- (g) integrate the activities of the Standing Committee for the Social Studies, the Curriculum Council, the Bureau of Visual Aids, and special committees like the Hannig Committee on the Army Training Program.

The teachers of the social studies need more leadership than is provided by the existing set-up. The creation of a social-studies service bureau would give them that leadership.

#### WORRYING ABOUT REGENTS

The school ought to equip its youth in the very best manner for life, and the teacher ought not out of consideration for examination requirements to neglect or hinder anything which otherwise is good. . . . Teach in the right way, then there will be life and love in it all, and when the examination comes your pupils will know more than if your teaching from the very beginning had been fettered by examination requirements. The pupils really learn most when they continually have a feeling that it is all something useful and valuable, and that it is not too far elevated above that actual life which they either know or are beginning to have some notion of.

—Otto Jespersen in *How to Teach a Foreign Language* (1904).

## WHAT PRICE OBSERVATION?\*

EDWARD J. BERNATH

Junior High School 65, Manhattan

How often and how shall we observe our teachers? Ask the question of a superintendent or of a Board of Examiners committee. The traditional answer will be: a principal should observe each teacher at least once a semester, should give her a written report, and should have her sign for its receipt.

That answer troubles me. I have not been able to get about that often. I have asked teachers to sign for reports — generally good ones — but I was never comfortable doing it. This paper is a discussion of the problem.

**NO TIME!** I do not have enough time formally to observe every teacher in my school every term. 30 minutes of observation, 20 minutes of dictation, and 30 minutes of conference discussion are more than I can afford — in spite of the delegation of tasks, in spite of two assistants, and in spite of hours of homework. Time was when principals had time for traditional observation. Today modern concepts have crowded into our jobs new responsibilities. In retrospect we shall some day realize that in this transition period we introduced new supervisory goals, but had not the courage to modify our observation practices in conformity with them.

**COMMUNITY AND COMMITTEE WORK.** The modern principal does community work to an extent seldom done in the past. He attends or calls luncheon conferences, afternoon meetings, evening dinners. He belongs to the Police Coordinating Committee, to the Merchants' Association, and to the regional branch of Welfare Council. He works with his Parents' Association. He participates in fund raising campaigns. If recreational or child care facilities are inadequate he becomes a member of citizens groups. He has a stream of visitors to whom he owes some of his time.

The movement for the democratization of school procedures has made inroads in our time fund. To the usual monthly school, superintendent's, and Division conferences were added numerous committee meetings. We have teacher committees on textbooks, on workshop plans, on programming, on departmental matters. True that we accomplish via committees what we could not accomplish in the rugged-authoritarian days. But teacher committees require our



consultation time if they are to be effective. And our time is further curtailed by commitments to our Principal's Association, to curriculum committees, to the Board of Examiners, to the Assistant Superintendent's committees.

**THE DIFFICULT<sup>1</sup> SCHOOL.** In a difficult school a huge share of the principal's time goes to emergencies. He cannot delegate completely his responsibility for the handling of gang fights, holdups, assaults, glass breakage, or accidents. Administrative matters, routine in other schools, are of urgent importance to him. The lunch room, the yards, street traffic, the patrolling of neighborhood stores are danger-spots which require his thought, his physical and nervous energy, and of course his time. Interracial conflicts are particularly time-consuming because the conscientious principal will stay with each incident until it becomes a dispute between two children (which it usually is) instead of a smoldering wick for future conflagration.

Mention must be made of time spent on the delinquent child. You know the sequence. First we study him, then we arrange remedial programs and work on the home situation. We change his class and change his program. We have conferences with agency workers, psychologists, the Child Guidance Bureau psychiatrist, and the attendance officer. The consensus is that the child is a behavior disorder problem<sup>2</sup> who cannot be accepted for therapy because his parents are not willing to cooperate. P. S. 37 despite its best intentions frequently cannot find room for him, the Juvenile Aid Bureau is frustrated by his environment, and the S.P.C.C. finds the home physically comfortable so that no neglect charge can be made against the parents. Society sits by, while the child and all about him suffer. Finally comes the aggravated outrage and off he goes to Court. The judge finds him delinquent, but places him on probation because there is no room in any institution. The next morning he is back with us — and more hours will be eaten up!

**MENTAL HYGIENE.** Mental hygiene is a full time job for any

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<sup>1</sup> I omit the quotation marks around "difficult" because this article is written for the Trade, and you know what I mean.

<sup>2</sup> That diagnosis is usually correct and I have no quarrel with it. The projected additional probationary schools should be helpful in these cases.

principal. The mental hygiene movement is gradually affecting school practice, and we have to help it along. Working with teachers in this field is interesting — but there is that little matter of time. Some teachers are addicted to a failure psychology; others believe that "bad" children need a "good" swat to put them right; many underestimate the significance of early childhood training. Can we help such teachers best by formal observation? Or shall we have more advanced teachers lead workshops groups, and shall we introduce case study techniques? But that takes time!

Discipline cases were handled speedily in the old days. Today we want to know *why* a child does what he does. That innocent question means a conference with him and often with the parent. It means finding out how he gets along with his siblings, how he spends his spare time, what his home pressures are. In some schools parent counseling like Rogers's<sup>3</sup> (not a la Dutch Uncle) is in the offing. Increasing use is made of social agencies. Guidance staffs in the junior high schools and assistants to principal in the elementary schools do not completely relieve the principal of lengthy mental hygiene sessions.

**PERSONNEL.** During the war we consoled ourselves with the thought that VJ Day would end rationing, shelter drills, and similar chores. Today we spend hours on — and get nightmares about — absent teachers, uncovered classes, shop vacancies, and bulging first year classes. Junior high school principals run stepping-stone schools from which hurriedly skip the capable teachers. I woo substitutes (by telephone) — only to be snubbed because the elementary school pays the same salary for an "easier" job, and the high school pays a higher salary for a still easier job.

Perhaps it would be possible to pay a formal visit to each teacher every term, were it not that sensible supervision dictates the need for intensive work with some teachers. We who have had to bring unsatisfactory teachers up on charges know the time toll in preparation and in paper work. The beginning teacher requires more than one visit per term. We must reserve some of our time for the training of pupil teachers. And above all we must have time for the real kind of observation which modern education demands.

<sup>3</sup> Carl R. Rogers, *Counseling and Psychotherapy*, Houghton Mifflin Co., Boston, 1942.



**MORALE BREAKERS.** Receipted observations are morale breakers. One cannot live with a person and at the same time write him a string of notes which he is forced to sign and which are pointedly filed. Yet principals do have to continue associating with their teachers year in and year out. Were a televised sound track made of the receipting interview it would record a strained principal, a tense teacher, some artificial introductory conversation, compliant acceptance or defensive rejection. Skillful manipulation of the interview by the principal may modify the overt teacher response, but the underlying emotional response to this receipted evidence cannot be dispelled.

**STRANGE PRODUCTS.** Since principals feel themselves compelled to write observations, strange products come from their pens. Some use check lists. In a realm of complicated human relations I cannot see how a check list can be valid. The check list may assure a daily program on the board or the existence of a library corner, but it cannot assure the right program gotten in the right way, nor a good library used in the right way, nor a warm teacher teaching as she should.

Receipted observations involve us in the writing of half truths. There is the sensitive teacher who works hard but cannot take criticism. Since we think we have to push a paper before her for signature, we weight it with laudatory comments, and then add a few artful "questions for discussion." There is the teacher who likes children and is liked by them, but who does no unit work, never does group work, and never reads a curriculum bulletin. We all have such teachers. In spite of their inability to change they are loyal workers. For them, too, we write doctored observations. It is fine writing experience, but hardly constructive practice.

**FAREWELL TO HERBART.** Written observations sometimes bite the hand that writes them. The principal is as much on record as is his teacher, and he has much to be wary about. If he tries to squeeze his write-up into a Lesson-Whole pattern he is unfair to the teacher and he dates himself. Many lessons are no longer lessons in the Herbartian sense. They are parts of a larger whole—and so our principal may observe neither preparation, nor presentation, nor generalization. The very purpose of the lesson may not be

## WHAT PRICE OBSERVATION?

clear to the occasional observer. Even the hallowed summary may be implicit.

Nor may our principal walk into a class at a certain hour and know what lesson to expect. The teacher and class had planned the day's work that morning, and that plan may not coincide with the weekly program filed in the office. If the principal takes pot-luck and is willing (as he should be) to observe whatever is going on, he may not be able to classify what he sees. What starts out as a history lesson may include geography, spelling, and penmanship, perhaps oral English or composition, and even clay work or painting. Poor, poor principal (and poor teacher) if he starts his written report with the neat heading "Observation: History Lesson."

Humbleness on the part of the supervisor is particularly necessary in the observation of Unit work or committee work. I have been in some rooms for many minutes before I knew what was going on. The children showed me around. I listened to their reports, and chatted with class and teacher. But I could not fully understand what they were doing because I did not know what had gone before, nor did I know what was to follow.

**SPECIAL SUBJECTS.** How many of us know enough to write up some types of lessons? How much do I know about Art Weaving, about Sheet Metal, about Sewing? The only remarks that I could make would be generalized ones about the manner of the teacher, the attitude of the children, and safety precautions! To a lesser degree, and depending on the versatility of the principal, there may be difficulties in evaluating language lessons, algebra, music, or physical activities.

## Observation 1947

If receipted observations and the philosophy upon which they are based are undesirable what observation practices shall we follow?

**STAFF RELATIONSHIPS IN THE SCHOOL.** The efficacy of observation depends on the way the principal and his teachers get along. If the principal has succeeded in establishing a democratic atmosphere in staff relationships his supervisory comments will be accepted with understanding and good grace.

"Democratic atmosphere" refers not to the forms of democracy



but to true participation in school life. The principal who consults with his teachers about changes in school policies or routines may do so through formal committee reports at faculty meetings or by informal conversations in the subway. The method is immaterial; its genuineness counts.

Judge the atmosphere by the small signs. Teachers feel free to walk into the "boss's" office. They do not have to sign notes "respectfully yours." They call each other by their first names, and so may their supervisors. If they ask to be excused from a conference the answer is "yes" without cross-examination. They can have off-the-record conversations with their principal, but he does not encourage tale-bearing. And when things go wrong at home they can count on the principal to understand a short temper or a skimpy plan book. In that atmosphere the teacher who forgets her yard duty cheats the other teachers and not the office. In that atmosphere teachers "take" criticism.

**OBSERVATION CRITERIA.** No principal can dictate progress by fiat. The quickest way to have teachers change their ways is to make a new practice voluntary. I realize that many tasks cannot be made voluntary. Fire drills and hours of attendance are compulsory. But the principal who introduces group techniques to his faculty can issue a ukase or he can make group work voluntary. In the former case he runs the risk of superficial, grudging compliance from a substantial number of teachers. In the latter, he swings a majority with him immediately, and ultimately gets as much group work as his teachers are capable of doing.

When the Bank Street experiment was started in 186 Manhattan, participation was voluntary. Yet 40 to 50% of the teachers were enrolled each semester, and at the close of the three year period most teachers had had at least one term with Bank Street, some as many as six. The voluntary principle can pervade observation. If pupils are entitled to multiple standards so are teachers — for they too are learning.

**HELPFUL OBSERVATION.** Do teachers welcome observation? The beginning teacher who is having disciplinary difficulties is glad to have the supervisor come in if he can point out what her mistakes are and how they may be avoided. She tells other teachers what her troubles are, and often gets trade secrets from them. They are willing

to let her observe; they take some of her children into their own rooms. That relationship is characteristic of true supervision. It cannot flourish if every observation results in a receipted record.

Experienced or inexperienced, every teacher needs help at some time. When that moment comes—if the proper relationship exists—she feels free to ask her principal to come in.<sup>3</sup> He will come in, chat with her and the children, and then observe. Whether or not he takes notes is immaterial; what happens next is important.

The conference which follows observation should have but one aim—to help the teacher. I prefer to discuss the lesson over a cup of coffee. The teacher and I unbend, and when we are through talking we both know where we stand. The coffee conference is not always feasible, but its essence—an informal friendly chat—is always possible. I generally bring my written notes with me and refer to them, but I do not have them receipted. Both sensitivities and time are saved.

**OBSERVATION NOT RESTRICTED TO CLASSROOM VISITS.** When a child comes to the principal's office to show him a composition or a painting, that situation can become an observation. An auditorium presentation can be followed by a class visit during which the children explain how the original play came to be written. Sometimes a parent with an interesting hobby calls at school. If the principal walks up with him to the class he combines enrichment and community participation with observation. Unit culminations, excursion reports, and teacher-committee assignments are other catalytic agents for classroom-principal contacts.

Every disciplinary problem is an observation possibility. In working out a behavior referral the teacher and principal consider home conditions and classroom practice. The parent has his story to tell.<sup>4</sup> The conference with the teacher—which may include a visit to the room to see how the child is adjusting—will cover the child's previous record, his health, achievement scores, I.Q., his relations with other children, remedial work, disciplinary measures, and the teacher's attitude toward the child. Few classroom observations can provide such an evaluation of a teacher's worth.

<sup>3</sup> I do not wish to imply that the principal may come in only upon invitation. Incidentally, the number of truly voluntary invitations is a good index of staff rapport.

<sup>4</sup> The principal need not agree with the parent's point of view; but often children and parents have realistic insight into classroom situations.



WHAT? NO RECORDS? Observation 1947 will still require record making. It seems to me that the following 3 categories of observation records will be in our files:

a) Legalistic receipted observations<sup>5</sup> for unsatisfactory or borderline teachers will continue to be our duty as long as trial committees use them as evidence.

b) For other teachers we shall keep the unreceipted longhand notes taken when we observed in their rooms. (If lengthy they may be typed and an unreceipted original given to the teacher for her convenience and for our own follow-up purposes.) To these will be added unreceipted comments about teachers written by us in the course of any school activity, i.e., auditorium, lunch room, discipline situations, parent and community activities. These notes are *our* notes. They are not evidence against our teachers.

c) "Thank you" notes written to teachers for special contributions will be placed in the teachers' files. To these will be added cross references to committee reports, self-rating sheets, case studies, unit reports, or administrative suggestions written by teachers.

<sup>5</sup>Every formal receipted observation should have provision for the teacher's written comment.

### HAPPINESS OF MAN

I look to the diffusion of light and education as the resource most to be relied on for ameliorating the condition, promoting the virtue, and advancing the happiness of man. That every man shall be made virtuous, by any process whatever, is, indeed, no more to be expected, than that every tree shall be made to bear fruit, and every plant nourishment. The brier and bramble can never become the vine and olive; but their asperities may be softened by culture, and their properties improved to usefulness in the order and economy of the world. And I do hope that in the present spirit of extending to the great mass of mankind the blessings of instruction, I see a prospect of great advancement in the happiness of the human race; and that this may proceed to an indefinite, although not to an infinite degree.

—Thomas Jefferson.

## How Can the Classroom Teacher Help to Foster Intercultural Relations?

THEODORE HUEBENER\*

What the average classroom teacher can and will do in the way of improving intercultural relations depends, in the first place, on the composition of the school, and in the second place, on the attitude and equipment of the teacher. One good approach is that of providing opportunities for the child of foreign origin to give desirable expression to attractive features of his cultural heritage, thereby strengthening his own personality and enriching the experience of his classmates.

ASSEMBLY PROGRAMS. In metropolitan areas such as New York, where there are in many schools large numbers of pupils of foreign extraction, in fact, where entire schools may be given over to one ethnic group, valuable and effective programs may be produced on a large scale, either as term projects, or as assembly programs on special occasions.

This has been done very effectively in a number of New York schools. Several years ago there were almost a hundred refugee girls at Julia Richman High School. They were put in charge of a particularly gifted and sympathetic teacher who acted as their guide and consultant. At Christmas a special program was offered by these girls. The numbers consisted of individual songs, recitations, instrumental performances and group dances in native costume. A dozen girls stepped to the microphone in turn, and in a few sentences named the town of their origin, gave a brief sketch of their experiences, and ended with an expression of affection for America which had given them a haven of refuge. This program was not only interesting; it was also stimulating to both students and faculty whose sympathy for these new Americans who had suffered so much was undoubtedly deepened.

Similar assembly programs have been produced with Italian, Negro, and Porto Rican children. In the case of the Italians, who are represented in considerable numbers in various sections of the city, it was largely a matter of building up within the youngsters themselves a regard and respect for their own rich cultural heritage, which they were inclined to despise. The program thus served a

\*Director, Foreign Languages, New York City Schools.



double purpose of clarifying in the minds of the non-Italian children how rich Italian culture was and of strengthening the self-confidence and self-respect of the Italian children themselves.

**HOLIDAY PROGRAMS.** In elementary schools and in schools where ethnic groups are represented by only a few children, much may be done within the individual classroom. On appropriate occasions, in connection with national or religious holidays, or with reference to specific topics in history and geography, representatives of the ethnic group under consideration may be called upon for contributions. Of course, this is always with the proviso that the child is conscious and proud of his heritage and is willing to share it with his classmates. It would be a grave error to urge a child, who was rather ashamed of his foreign extraction, to perform.

Especially desirable for this type of activity are gifted pupils — those who can play an instrument or who can sing. Even a pupil who can recite well or recount his experience effectively will make a valuable contribution. Examples of this type of expression are the child who has been in Palestine and can sing Hebrew folk songs, the boy who has recently arrived from Athens and has had first-hand contact with Greek culture, the little girl whose grandmother has preserved her elaborate Castilian wedding gown, and the Chinese youngster who brings from home a number of interesting specimens of his ancient culture.

Such individual performances also lend themselves as attractive features of an assembly program. At the Textile High School, for example, in Christmas assemblies, the foreign language performances included not only French, Spanish, Italian, and German, but also Polish, Hebrew, and modern Greek numbers.

An unusually interesting and practical application is that of having a Porto Rican child serve as a model reader, or critic, in the Spanish class. Refugee children can do the same in German and in French classrooms.

**OTHER SUGGESTIONS.** Even in a school where there are few or no representatives of a foreign culture, the teacher with careful planning can work into almost every subject appropriate references designed to inculcate ideals of good will, friendliness and tolerance. Fertile subjects for such procedures are history, music, geography, and English. In the latter field the possibilities are almost

unlimited when one considers the fact that our language has drawn on almost every tongue spoken by man. A resourceful teacher, and one with a little philological enthusiasm, can accomplish wonders. The school magazine, too, offers an excellent medium for promoting intercultural understanding. In Tilden High School, for example, a magazine entitled *Fellow Men*, published by the foreign language department, is devoted exclusively to this ideal.

**LANGUAGE STUDY.** Of course, the richest subject for the fullest appreciation of a single culture is the field of foreign language. The schools of New York offer instruction in French, German, Hebrew, Italian, Portuguese, and Spanish. This is a broad field and one which brings the student in contact with the major Western European cultures. Although the primary purpose of foreign-language instruction is to train the student so that he can read the foreign language with ease, the ultimate goal is to acquaint him with the foreign people and their civilization. The assumption, of course, is that through such an acquaintance there will be instilled in him attitudes of tolerance, friendliness, and democracy.

**VISUAL AIDS.** Beside the activities described above, there is available a large amount of reading and illustrated material of every type. Among the possible visual aids may be mentioned films, slides, pictures from magazines, and reproductions of famous paintings. Appropriate and stimulating films can be shown from time to time in the auditorium or music room. Photographs, drawings, pictures and illustrations may form a more or less permanent display in the foyer, corridor, and library. In one of the newer schools with a special "museum" room, an exhibit featuring the contributions of a different ethnic group was put on display each month. In the classroom, the bulletin board, on which clippings are changed from day to day by a committee, will form a valuable medium for guiding the thinking of the pupils.

**BOOKS.** Of prime importance, of course, is the character of the books which the pupils read. In the high school the supplementary reading material can be provided through the school library; it will consist in the main of foreign literature in the original or in translation, of travel books, and of cultural readers. In the elementary school where the children are unable to read the foreign language they may be urged to read any one of a number of very



interesting books on foreign peoples in our midst or close to us. There come to mind such titles as *Shake Hands With the Dragon* (Chinese), *The Happy Time* (French-Canadian), *Days of Ophelia* (Mexico), and *Mount Allegro* (Italian). These books are written with understanding, sympathy and humor. They are a delight to young and old, and at the same time authentic and informative.

Intercultural understanding, however, should be fostered not only among the pupils but also among the parents. This is being done on a larger scale in Benjamin Franklin High School, situated in the midst of a cosmopolitan area. Through talks, conferences, meetings, teas, and forums the heterogeneous ethnic groups of a depressed area have gained much in understanding and good will.

**THE TEACHERS' ROLE.** The factor of personal understanding and sympathy, of course, is obviously paramount. More important than elaborate assembly programs, native dances and folk songs, picturesque displays and interesting books is the daily conduct and attitude of the teacher. By every word and gesture, in every lesson and exercise, she must manifest the ideal of broadmindedness and tolerance. She must be on constant alert to combat prejudice, not only among the pupils but even among her colleagues. Unfortunately, as we all know, even teachers are not entirely free of racial and religious prejudices. The person who is sincerely and deeply interested in fostering intercultural relations and who realizes of how great an importance is the enriching of our culture and the building up of well-integrated and happy American citizens, will use every occasion to counteract, tactfully but courageously, any expression of prejudice on the part of her colleagues. She will not form a clique with the Catholic or Jewish teachers; she will not keep painfully aloof from the one colored member of the faculty. In fact, she will constantly exemplify in her conduct an attitude of broadmindedness and fellowship. Children sense nothing more quickly than ill-will or prejudice on the part of their teachers, especially if they belong to a suffering minority. In fact, as we all know, they are inclined to be over-sensitive and to misinterpret words and gestures which often are not ill-intentioned. It is, therefore, of utmost importance that the teacher, by her personal example, create an atmosphere and maintain an ideal worthy of emulation by her pupils. This, in the final instance, is the finest and most effective way of fostering intercultural relations.

## Audio-Visual Aids in Health Education

ALEXANDER G. RUDEL, Haaren High School

Over a year ago, a survey of the teaching of health at Haaren High School revealed the pressing need for a more intensive program of audio-visual aids. It was thought that if more aids, such as silent and sound motion pictures, slides, film strips, and up-to-date posters were used, a more life-like and meaningful program of health instruction experiences could be developed for our students.

As a result of this survey, an immediate term program and a longer yearly program were organized. The major features of this organization are given below.

1. In view of the fact that the special visual-aid projection room is under the supervision of the science department, the hygiene coordinator secured the cooperative use of this room for the health education department in the following way.  
In advance, a term program showing the days of the week, dates and periods of the day requested by the health education department for the coming term, was submitted to Mr. John Ceglowski, the science department audio-visual aids supervisor. This enabled the health education department to secure the use of this room for six periods a day, two days a week last term.
2. In our school, the science department is in charge of the film center. Six weeks before the end of the term, a request for the use of motion pictures, silent and sound, and for film strips was submitted to the audio-visual aids supervisor by the hygiene coordinator. In this manner, most of the film and film strips needed for our health instructional program were reserved for our use during the succeeding term.
3. For those dates on which we were unable to secure films for the units in health planned for student learning, the hygiene coordinator secured special films from the New York Tuberculosis Association and the New York City Cancer Committee.
4. Visual aids such as posters, leaflets and other aids were secured from the West Side Health Center, the Metropolitan Life Insurance Company, National Foundation for Infantile Paralysis, the Borden Milk Company, Bristol-Meyers Company, New York Tuberculosis Association, and the New York City Cancer Committee. All this material was carefully arranged



according to the lesson units with which they could be used most effectively.

5. Next, a series of unit outlines for pupils was mimeographed for every health unit of instruction. These outlines were distributed at the beginning of each unit.
6. Pupils in our school take health instruction two periods a week for the term. In order to make possible that the pupils not taking hygiene should have the opportunity to see films of universal interest and appeal, the school auditorium was reserved in advance for this purpose.

Mr. Ceglowski, the school film center supervisor, supplied the student operators for the continuous showing of such special films throughout the day.

7. Because the sequence of health-instruction units is determined by the availability of the audio-visual aids, this factor has become the core for the time organization of the program of these units.

For example, following is last term's health instructional organization for hygiene 1-2—the term ending January 31, 1947.

Week of	Unit No.	Subject of the Unit	Film Strip or Film Titles	Dates Shown
Sept. 23	1	Hygiene and Good Citizenship	Robert Koch Mme. Curie	Sept. 24, 26
Sept. 30	1a	Health in Our City	Pasteur Florence Nightingale	Oct. 1, 3
Oct. 7	2	Health Habits	Dr. Jenner Winged Scourge	Oct. 8, 10
Oct. 14	2a	Bacteria and Health	Bacteria Disease Carriers	Oct. 15, 17
Oct. 21	6	The Cells and Tissues The Blood	The Living Cell The Blood	Oct. 22, 24
Oct. 28	6	Muscle and Bones	The Muscles The Bodily Framework	Oct. 29, 31
Nov. 4	6a	The Feet, Posture	The Feet Posture	Nov. 7
Nov. 11	5a	Our Teeth	Care of Teeth How Teeth Grow	Nov. 12, 14

## AUDIO-VISUAL AIDS

Week of	Unit No.	Subject of the Unit	Film Strip or Film Titles	Dates Shown
Nov. 18	3	The Balanced Diet	Training Table	Nov. 19, 21
Nov. 25	4	How We Breathe	Breathing The Human Voice	Nov. 25, 26
Dec. 2	7	Circulation	Circulation	Dec. 3, 5
Dec. 9	8	How We Hear	How We Hear	Dec. 10, 12
Dec. 16	9	How We See	First Aid	Dec. 17, 19
Dec. 23	10	Re-Check on Health Habits		
Jan. 6		Examinations		

PLANNING. At the beginning of the term, each teacher of health instruction received a copy of this organization so that he could plan his lessons in advance.

This method also enabled the teacher to notify the pupils at the beginning of the term of the dates on which they were to report directly to the audio-visual aid room at the beginning of the period, instead of their regular recitation room. We have found this method of planning and conducting our health instructional units to be most effective.

Since in the near future we may expect that health instruction or the teaching of hygiene may be required by the Board of Regents to be taught for five periods a week for a full year of school, it is advisable for us to anticipate what our needs might be in regard to audio-visual aids in health education.

In our school next term, we plan to conduct health instruction in two six-week cycles. Our audio-visual-aid program has been organized to fit the needs of this newer program.

Following is a tentative program for the first of these two cycles of instruction for the term ending June 30, 1947.

Unit No.	Dates Taught	Subject of Unit	Film Titles	Dates Shown
1a	Feb. 17	Registration		
	Feb. 18 to 20	Health in Our City	Dr. Jenner Winged Scourge	Feb. 18



Unit No.	Dates Taught	Subject of Unit	Film Titles	Dates Shown
2a	Feb. 21 to 25	Bacteria and Health	<i>Bacteria Disease Carriers</i>	Feb. 21
5a	Feb. 26 to 28	Our Teeth	<i>Care of Teeth</i> <i>How Teeth Grow</i>	Feb. 28
6	March 3 to 5	The Cells and Tissues	<i>Living Cell</i>	Mar. 4
		The Blood	<i>The Blood</i>	
3	March 6 to 10	The Balanced Diet	<i>Growth and Food</i> <i>Vitamin D</i>	Mar. 7
4	March 11 to 13	How We Breathe	<i>Breathing</i>	Mar. 11
6a	March 14 to 18	The Feet, Posture	<i>The Feet</i> <i>Posture</i>	Mar. 14
9	March 19 to 21	How We See	<i>Care of Injured</i>	Mar. 21
12	March 24 to 26	Cancer Education	<i>Danger Signal</i>	Mar. 25
	March 27	Examination		
	March 28	Report of Results		

On the basis of our experience in securing and using audio-visual aids, we have found that the following recommendations would be of great help in planning and in conducting health instruction units more effectively.

### 1. Information.

We have found that much time is wasted by hygiene teachers and coordinators because the listing of the films gives meager information regarding the content of the films. Many titles are misleading. We need to know the content in order to plan effectively. We should have at least a twenty-five word summary which could indicate for which subjects and grades the film or strip may be used. This listing should be compiled every three years and should be brought up to date annually.

In addition, we need a complete listing of the names and addresses of the sources for audio-visual aids. These aids could not only be listed alphabetically together with their sources, but could also be arranged by subject. These lists could be furnished in sufficient

## AUDIO-VISUAL AIDS

quantity to give at least two copies to each chairman of every subject in the high school.

### 2. Procurement.

Even if one is fortunate to be in a school where there is a film center, there are many desirable up-to-date films that take a great deal of time and effort to secure. This means that we have a tremendous duplication of work which could be conducted more efficiently through a unified, city- or borough-wide school agency, that could procure these films for us. A central agency could plan and distribute these audio-visual aids more effectively, and would make for a more uniform productive use of these effective aids to learning.

This administrative agency could plan an effective term or yearly rotation plan to make these audio-visual aids available on an equitable basis to all the academic and vocational high schools of our city.

It has been noted that we are deprived of many desirable timely films because of the cost of the service fees for their rental. The use of a single film by all the high schools for a school year, would cost more in service fees than the actual cost of the film. For example, let us take the film, *Play Volleyball*, No. YY-100, 2 reels, an Association Film, (Y. M. C. A. Motion Picture Bureau) Rental—\$3.00, Sale—\$55.00. By purchasing and using this film productively, the Board of Education could have the film for continued use for less than the service fees for a single year's use by our high schools. There are approximately eighty academic and vocational high schools in our city.

An appropriation could be requested in the annual budget for this purpose. This budgetary request should include money to provide for the delivery and pick-up of films after use.

### 3. Production.

Because few of the films we use are produced by a public agency, it is recommended that an educational motion-picture-production unit be set up to produce pictures that are designed to fit our pedagogical needs. Particularly on the secondary school level, it is difficult to procure up-to-date films for use in health education. Usually, it is a commercially sponsored film which does not satisfy all of our pupils' needs. We need films that use the latest educational tech-



niques, films that not only teach, but stress the major pupil objectives of our learning-teaching units—namely, the objectives of health, personality and character.

A plan should be organized and implemented cooperatively by the teachers and a centralized administrative group so that the production of needed educational films will be carried on continuously until our pressing needs for these effective learning aids are met. For this purpose, it is recommended that a request for appropriations for this project be made in the annual educational budgets for the next ten years.

#### 4. Equipment.

In each school, we should have duplicate up-to-date sound equipment to provide for our audio-visual needs. In drawing blueprints for our newer schools, planners should provide at least one visual aid two-unit classroom in each department for this purpose. In older buildings, more audio-visual aid rooms should be provided through conversion or alterations of existing facilities.

It is hoped that these recommendations will result in raising the level of the learning and teaching not only of health, but of all subjects in our high schools.

#### PRESS

I am persuaded myself that the good sense of the people will always be found to be the best army. They may be led astray for a moment, but will soon correct themselves. The people are the only censors of their governors; and even their errors will tend to keep these to the true principles of their institution. To punish these errors too severely would be to suppress the only safeguard of the public liberty. The way to prevent these irregular interpositions of the people, is to give them full information of their affairs through the channel of the public papers, and to contrive that those papers should penetrate the whole mass of the people. The basis of our governments being the opinion of the people, the very first object should be to keep that right; and were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter. But I should mean that every man should receive those papers, and be capable of reading them.

Thomas Jefferson.

## The Teacher Reports His Problems in Social Studies Method in the 7th, 8th, 9th Years

IRENE S. TAUB, Public School 44, Bronx

The committee which is engaged in issuing a new course of study in the social studies, believes that curriculum revision is without significance unless the principals and teachers who will be most actively engaged in putting it into effect are frequently consulted and kept informed of progress. A letter and a questionnaire were therefore sent to all junior high schools and elementary schools with 7th and 8th year classes. It was hoped to obtain the interest and sympathetic cooperation of the staff, but the results far exceeded our expectations. Replies were received from practically every school, and the quality of the replies was almost uniformly frank, professional, and pertinent. The answers indicated a sensitivity and a direction toward the development of a vision of social betterment, and the substitution of knowledge and understanding for ignorance and selfish materialism. That a fine understanding of modern educational practice exists among the teaching staff of the 7th, 8th, 9th years was also revealed. This is especially heartening because no division of our public schools has had greater problems to meet daily during the last five years!

In this report I shall summarize, discuss, select, and—I hope—clarify some of the most significant problems which the answers to the questionnaire disclosed. It is not proposed at this time to present exhaustively the practical solutions, as these will be the subject of an extended period of study by the committee and by teachers themselves meeting in workshops and in discussion groups. It is hoped, also, that when the course of study is published, teachers will find therein substantial assistance with their problems. In no sense should the topics of this questionnaire be considered complete, but they are generally indicative of trends and problems.

**COMMON CONCERNS.** It is interesting to find revealed a common ground existing in so varied and far-flung a school system as ours. In favored neighborhoods and in the least favored, the professional staff is deeply concerned with the growth and development of the pupils and in the best teaching and administrative practice. The rapid and the slow learners are the subjects of special consideration, and the staff is eager to meet the special needs



of these groups. Wide diversity among teaching practices exists to meet wide diversity in school and community conditions. This is sound indication of the professional freedom accorded to our schools. Teachers are realists, and whether consciously or not their conclusions are based on "Does it work? If not, why not?" These conclusions have been given in this report. This sound skepticism is coupled with an almost universal eagerness in the selection of significant material and textbooks, in magazines and newspapers appropriate to the maturity of the pupils, in the use of visual and auditory aids, in thoroughness of learning, and in the optimum use of such democratic tools as discussion and group enterprises.

**INTEREST IN LARGE AREAS.** Another significant common ground which is apparent from the answers is that scattered and discrete items are no longer the subject of the social studies. Larger areas of content in which many significant relations exist form the desired basis of the social studies. In fact, a common criticism of teachers is that some of the practical situations do not encourage this broader basis.

**THE APPROACH.** In their *approach* to this larger area of content or unit or problem, teachers report the difficulty of having the subject arise naturally without an artificial setting of the stage. This problem is the result of the earlier and more extreme tones of experiential learning, when no planning could be done in advance and the teacher had no right to say, "This term we are going to study .....: ....." Of course, there is a better approach than such a bald statement. The resourceful teacher uses pictures, movies, excursions, attractive books, discussions, etc. to arouse the interest of pupils in the problems presented by the unit.

Teachers also report difficulty in the share pupils are to have in the selection of the unit. In some measure this is also traceable to the earlier extremists who waited upon the impulses of pupils in determining content or experience. As some choice on a given grade is always possible and in fact desirable between similar content areas, various alternatives can be presented to pupils. Intellectual discrimination is exercised when pupils select the unit which is not only one of most interest to them, but also one to which they have most access in terms of materials. This exercise of choice is a desirable outcome of the learning process. A number of scattered

problems, raised by pupils with limited social and intellectual understanding and background, consist in the anxiety expressed by comments such as "difficult to interest," "not interested in national affairs," "won't bring materials," "doesn't read newspapers except for comics." To say lightly, "Show them movies of the atom bomb," or "Take them to the Metropolitan Museum to see the Egyptian tombs," is not helping these teachers at all. It is better to start from the lowest level of interest—for example, the comic strip in the newspaper and then through intermediate interests such as advertisements, presentation of news events, to comparisons with radio broadcasts and newsreels. Then pupils should be ready for discussion and planning of a unit of current interest.

**OUTLINING THE UNIT.** Once the unit has been selected, its *development* presents a common problem to teachers, who report the pupils' inability to make an outline, to select and distinguish principal and subordinate items, to determine the scope of the unit, to recognize the nature of cause and effect. Two points are revealed by these problems: a lack of training in the tools of thinking and an expectation of pupil ability somewhat higher than that which average pupils in junior high schools possess.

One teacher very pertinently points to the heart of the solution by writing, "Shall the development be in terms of logical development or spontaneous responses?" The spontaneous responses of pupils should be listed and accepted, and then the business of making them a logical development should begin. The principal ideas should be selected; important ideas omitted should be added, and duplications and irrelevances, eliminated. Subordinate items may then be indicated. A procedure such as this, with, of course, wide adaptation to pupils, grade, and subject, serves the dual purpose of developing the problem and teaching the outline as a very important tool.

**WHO DOES THE PLANNING?** Much of the *teacher-pupil planning* will of course be carried on simultaneously with the development, and so will duplicate many of the difficulties reported by teachers. The matter of "teacher domination" looms large in this list because our teachers have now come to regard the learning situation as a mutual one in which both pupils and teacher voice their ideas. Usually, as has been noted, the teacher sets the stage, stimulates the interests of pupils on their level, and helps them draw up



a plan for carrying out those learning enterprises inherent in the subject. Some of these suggestions will come from pupils; undoubtedly many will come from the teacher. Next, choices will be made on the basis of materials available, the time element, the limitations and advantages of space, location, etc., the interests, abilities, and needs of pupils, the special background of the teacher or school. There will be so constant a shift in suggestion and decision that it is difficult to lay down any definite percentage to be allowed to either teacher or pupil. The teacher, however, should remain in control of the situation, using her superior knowledge of pupils, content, and the learning situations to bring about wise conclusions.

**WHAT OF THE UNINTERESTED?** A problem closely related to this one and frequently mentioned by teachers is the degree of voluntary acceptance of assignments by groups and individuals. What is to be done with the reluctant or recalcitrant pupil or group? Frankly, I should say—imposition by the teacher, tempered by an explanation of the importance and the necessity of much learning and study. To anticipate the problem, special assistance and commendation should be given. Often difficult assignments result in negative attitudes. All pupils cannot carry out the same type of study. Written reports are not the sole means of expression. The plastic arts, drawing, and diagrammatic presentation may be the avenue by which some pupils can best express themselves.

**MATERIALS IN RESEARCH?** The term *research* seems altogether too pretentious for what the average 11-15 year old pupil does when he seeks, finds, studies, examines, and evaluates the materials of learning. I believe the pupils themselves do not shy at this term, but I hope that they understand what it designates. Teachers report great difficulty in finding suitable materials for "research." It is true that much material in textbooks has interesting and significant content, but it is couched in language far above the comprehension of many pupils. However, publishers are already striving to meet the demand. In this connection I wish to emphasize the importance of using a variety of sources such as radio, strip film, pamphlets, magazines, and of not confining research to textbooks.

**REQUIRED SKILLS.** Not only do teachers report difficulty in finding suitable materials, but they report pupils unable to find the

materials in the available books. It is essential that systematic planned instruction in the various techniques of reading be given before research is undertaken. Short preliminary informal tests should reveal the needs of pupils. Practical group or individual instruction in the use of index, table of contents, paragraph topics, chapter headings, skimming, summarizing, map reading, graph and chart reading must be given. Similarly direct planned instruction must be given in taking notes, making outlines, etc., to prevent copying. Frequent exercises in precis work (summarizing in well constructed sentences the thought of a paragraph or chapter) should be given to the class when need arises. The conditions under which copying is desirable should also be explained, as well as the importance of using quotation marks in controversial matters.

**THE POOLING PERIOD.** From the nature of many of the answers received, the *pooling period* is not considered important and its nature is not clear. This period is essential to the report and to the development of understanding in democratic procedures. Its purpose is to mold the contributions into a single unified report. During this period, the group members submit their reports to the chairman of the group in the teacher's presence. Of necessity the duplication or repetition of material will be eliminated as well as material either uninteresting or not pertinent to the problem. As a result of this conference, some material may be added or modified. To get pupils to accept modification of material, a consistent program must be followed throughout the school. Pupils must understand that they receive credit as individuals for their research during the pooling period, but that the end product is a group product. Intense pride in the success of the final product should tend to subliminate the individual desire to dominate. In this way, the form of the report takes final shape.

**THE REPORTING PERIOD.** In order that the expression be lively, significant, and well phrased, the *reports* should be the basis of English composition study. Thus, the problem of a bored audience, and of reporters interested only in their own share of the report is avoided, provided the audience is not only stimulated but encouraged to participate. With the help of the teacher, the chairman in his preliminary remarks puts a few questions to the audience. These serve to direct its attention, and stimulate thinking and discussion.



These questions may be put on the blackboard in the beginning, and members of the class encouraged to take notes during the reading. Such questions as: "Did you find evidence of prejudice or bias in the report?" "What facts were not clear? Inaccurate? Misleading?" "On what subjects do you wish further information?" Needless to say, questions should be varied, and dependent on nature of subject.

**DRILL AND PRACTICE.** The time element is the most serious problem mentioned by teachers in regard to *drill and practice*. Teachers mention the lack of available time for mastery of the grade work, for satisfying high school requirements, and for meeting the needs of the slow learner. Apparently, the reporting period, the planning period, the excursion, etc., have crowded out or limited the time that teachers were formerly accustomed to giving to the matters mentioned above. The experience of most educators with the unit organization points to a definite time allotment in drill to meet the needs of slow learners. This time should not be infringed upon by other considerations and should be devoted to improvement in the reading and language skills as well as to the special skills involved in the social studies. However, the slow learner's problem is not so unlike that of the average and above-average pupil. As to subject matter mastery, there are minimum significant facts in each unit for which all pupils should be held responsible. Frequent reference to, and use of, these facts in other phases of the unit organization will be more valuable kind of practice than meaningless drill.

**EXCURSIONS.** Generally speaking, teachers seem agreed on the value of the *excursion*. They list certain difficulties inherent in the way present excursions are functioning. The first of these is the administrative problem involved in a departmental set-up which involves shift of classes and teachers, additional assignments for teachers, and loss of periods for pupils. Although difficult to arrange, programs can be worked out which involve programming certain classes with certain teachers for an entire morning or entire afternoon. Several teachers and classes can be given an identical program, so that if desired, several classes can be released at one time. Of course, such an arrangement is possible only where larger time blocks are customary.

A second difficulty arises when the teacher needs to make the

arrangements for the excursion. Frequently, they must be made far in advance; the dates are sometimes arbitrarily cancelled or limited by the institutions, etc., with whom arrangements must be made; negotiations are time consuming. Often there is an arbitrary objective assigned which has little relation to the interests and needs of pupils, and arrangements at the objective are bungled and not conducive to worthwhile experiences. Although certain excursions such as the discussions of special science and social problems at the Museum of Natural History have been carefully arranged by the Junior High School Division, there is a real need for liaison officers between school and institution, who can give all of their time to the planning, listing, arranging, and guiding of excursions.

Other difficulties are reported by a considerable number of teachers—the safety factor, the distances involved (especially in Richmond), the expense, and the responsibility of taking large groups of pupils, some of whom are difficult to control but who need the type of experiences offered by the excursions. On many occasions teachers have been reassured that the "exercise of reasonable precautions" for the safety of their pupils is the extent of the teacher's liability. Undoubtedly, the distance factor is a deterrent for the pupils living far removed from the objective of the excursions. Teachers must weigh the value of such an excursion and decide if it is worthwhile. Perhaps several objectives can be included in a single trip. As to expense, carfare is usually the only expense and as announced in a recent circular, the Board of Education has made arrangements for free transportation. The theatre tickets of course are a larger item, but the encouragement of saving and wise spending is a concomitant value of this desirable form of excursion. The parents' associations as well as the school general organizations are often ready to contribute toward the expenses of pupils unable to provide their own funds.

**AVERAGE PUPILS AND DISCUSSIONS.** Although the *discussion* has always been a phase of any method, teachers by and large find themselves confronted by many problems. The large number of difficulties they report seem to fall into two general groups—those concerned with the limitations of pupils and those with weaknesses of the human race. Meagerness and immaturity of intelligence, information and experience, resulting in a slender stock of ideas badly organized and expressed, do not seem to teachers



the basis for profitable discussion of significant problems in the social sciences. It is reported that the discussion period is productive only with the highly intelligent and articulate. This lack of confidence in the average and even below-average pupil is regrettable, but it indicates teachers are aware of the danger of discussing the most profound questions on the maturity level of our young boys and girls. Perhaps they expect too much and view the matter from their own adult and superior level, forgetting that to the pupil himself the discussion may be thoroughly important. Perhaps pupil preparation in content has been insufficient, expression not sufficiently trained and practiced in needed language skills, or the subject and issues involved not sufficiently simplified and on pupils' level of interest and understanding. For the slower pupils, the development of confidence through sympathetic interest, and through simplification of, and familiarity with, the subject, is essential.

The second general group of difficulties arising in the discussion period has been referred to as the weaknesses of the human race. These are identified as the tendency to rambling argument, emotional appeals and excitement, bias, lack of self control, failure to listen to a point of view to which one is opposed, and domination by an individual (sometimes the teacher) or a group. Until the class has had much experience in discussion, it is necessary for the teacher to take a firm hand in guiding as well as planning the discussion. As an outgrowth of the reporting period, the issues involved should have been clearly indicated and limited. The use of parliamentary practices and principles, and the analysis of arguments should help to reduce emotional element and bias. Insistence on reference to definite facts and authorities, and check of these facts and authorities should reduce irresponsible statements. The opportunity of the teacher in the social studies discussion period is tremendous not only in molding and directing the expression of opinion, but also in the development of sound principles by which the individual and the group function in democracy.

**PUPIL RESPONSIBILITIES.** Another concern of teachers in unit organization is whether all pupils must be held responsible for the content and understandings of each group. For example, in a unit on our Pan-American Neighbors shall each pupil be responsible for the products, civilization, customs, etc., of Brazil, studied by Group I, of which he is a member; of Chile, by Group II; of

smaller countries, by Group III; of Argentine, by Group IV? Responsibility should be fixed at the outset by pupils in agreement with the teacher and is of course dependent on the abilities and interests of pupils, and the time and materials available. Once responsibility for a common body of knowledge has been fixed, pupils can be expected to show mastery of the required area, and should of course be tested in some way. I am not trying to evade this important question, but I am not trying to answer it arbitrarily. Generally, I think certain general information and attitudes about all the countries above should be mastered by every pupil through the discussion, reporting, and culminating common experiences, in addition to his particular assignment as an individual and as a group member.

**SOURCE MATERIALS.** At the present time, undoubtedly teachers are having great difficulty in finding suitable *materials* in up-to-date social studies teaching. They report poor public library facilities, meager school library collections, outdated textbooks, and inadequate classroom reference books. Moreover, available material is often ill-adapted to the abilities and interests of pupils. In a period of rapid social and educational change, and limited budgets, these reported conditions are understandable but not entirely inevitable. Some teachers do report adequate materials. Has this been due to special funds given by Parents' Associations? By school libraries especially endowed by the State? By careful and considered methods of selection? By fine community contacts? By an especially interested and cooperative public library? It would prove instructive to hear from the more fortunately endowed in this particular. In some schools where selection of materials of instruction is in the hands of teacher committees, the selections more closely reflect the need of the school. Despite a few fortunate exceptions to this dearth of materials, there are indications that publishers are at last trying to make available more up-to-date texts and adaptations to varying maturity levels. The struggle to secure a more liberal allotment of funds for library and classroom materials must go on till teachers have convinced the budget committee of the validity of their needs.

**AUDIO-VISUAL AIDS.** Similar conditions are reported in regard to the dearth of maps, globes, charts, and source materials such as magazines. Inadequate supplies of paper, paints, clay, and crayons



limit satisfactory expressional opportunities. To the resourceful teacher the mimeograph has often been a great boon in making home-made aids available. But in many schools no machine is at hand for the purpose. Visual and auditory aids are urgently desired by our teachers, but many problems arise when as is reported the technical equipment is so limited. Lack of classroom outlets, poor auditorium facilities, absence of dark shades, worn-out screens are listed. The method of transmitting films is also a problem. This must be done either by students or teachers at considerable loss of time. Frequently films received are not timely or suited to the grade or unit, and the quality of the photography and development is greatly inferior to the commercial films to which pupils are accustomed. There are of course many commercial sources which supply schools. Although many of these are free, the problem of transportation is an expense which must be borne by schools. If the school budget would include rental and transportation of film material, many of the individual school problems could be adjusted.

**THE SLOW LEARNER.** Closely related to the materials available for the social-studies teacher are problems arising out of the *provisions for the slow and the rapid learner*. The *slow learner* requires textbooks within the level of his comprehension, yet interesting and on his own age level. On current events, tabloid newspapers meet pupils' interests and abilities as do some of the simplified news sheets edited for schools. However, when more thorough treatment is needed for study, teachers are at a loss where to turn. Pupils reject lower-grade textbooks and cannot understand those on their own grade levels. Teachers are forced to resort to gathering and composing a combination of simple materials from sources. This again consumes time and energy, which the teacher of the slower pupils should conserve for the solution of other problems, such as special testing procedures, and diagnostic practice in the social studies skills. Great difficulty is reported because of the failure of slower pupils in the requisite social-studies skills. Teachers despair of pupils' understanding general ideas and concepts when they are thus ill-equipped. A tendency to memorize content is a common concern of teachers. This leads to dependence on the brighter pupils. As mentioned earlier in this article, if the class organization is heterogeneous the slower pupils should be provided with a definite share in the group plan. The teacher must see that his guidance of the

group provides this. Systematic instruction in basic social-studies skills must be carried out with the slower pupils. Wherever possible study for these pupils should be supplemented by visual and auditory aids and direct experiences in the community.

**CORRELATION.** Teachers have revealed themselves as aware and approving of the present educational policy of regarding the school experience as a unity. Accordingly, they are anxious to work closely with teachers of other subjects, and they accept the teaching of *related subjects*. They do mention, however, a number of difficulties in this connection. When social studies and English are taught by the same teacher, there is a tendency to neglect the teaching of literature and to subordinate all creative expression to social studies themes. This is truly unfortunate and must not be permitted to happen. Although English should serve a functional purpose in social studies as well as in other areas, it has intrinsic values of its own. Choric speech, poetic and dramatic appreciation of great literary art, expression by pupils of personal emotions and experiences should be expressly provided for in program allotment. Some teachers regard themselves as "Specialists" and although licensed in Common Branches, fear their ineffectiveness in subjects other than their specialty. It is reported that although the most desirable relationships of the social studies are with English, art, shop, language, music, science, the teachers meet difficulties because of course of study, or high school requirements in working on common experiences and content. Some limitations undoubtedly exist, but working with a common group of pupils, each teacher can make his unique contribution to the unit.

**HOW SHOULD ADDITIONAL HELP BE PROVIDED?** To record the *additional measures* required to minimize social studies problems is to record a constructive teacher-inspired program. A social studies research center at Board of Education Headquarters which will make available needed materials to local school and district centers is proposed. Time and money of teachers wasted in the effort to secure materials can be saved. Social studies experts (special teachers, curriculum coordinators, or licensed chairmen) should be available for consultation and assistance. City-wide workshops, courses, inter-visitation, and publicized information should be planned by these experts. Public-library coordination, available



community resources, museum and theater excursions should be facilitated by specially assigned persons. The classroom itself needs to be a better workshop with typewriters, mimeograph, visual and auditory equipment, sinks, and exhibition space provided. Burdens of truancy, retardation, and delinquency, which concern some teachers in special areas should be minimized by providing adequate social and clerical assistance. Finally social studies teachers, like others, would like to receive recognition for the work they are doing—the imaginative and resourceful experiences planned for their pupils, the carefully worked out units and studies, the original materials they have assembled and created, the attention to individual difficulties, the development of special abilities—all the unselfish, devoted and intelligent services they render. This recognition can best be given them by providing best possible learning and teaching conditions, and incorporating their problems, suggestions, and achievements within the course of study.



### THE SCHOLAR

The scholar is the man of the ages, but he must also wish with other men to stand well with his contemporaries. But there is a certain ridicule, among superficial people, thrown on the scholars or clerisy, which is of no import, unless the scholar heed it. In this country, the emphasis of conversation, and of public opinion, commends the practical man; and the solid portion of the community is named with significant respect in every circle. Our people are of Bonaparte's opinion concerning ideologists. Ideas are subversive of social order and comfort, and at last make a fool of the possessor. It is believed, the ordering of a cargo of goods from New York to Smyrna; or, the running up and down to procure a company of subscribers to set a-going five or ten thousand spindles; or, the negotiations of a caucus, and the practising on the prejudices and facility of country-people, to secure their votes in November,—is practical and commendable

—Ralph Waldo Emerson in *Goethe; Or, the Writer*.

## The Place of the Curriculum Council in Curriculum Development\*

WILLIAM H. BRISTOW\*\*

CURRICULUM COUNCIL. In June, 1924, Superintendent O'Shea designated a committee for the revision of courses of study "to furnish the motive power, organize the plan of campaign, appoint and direct the committee, and otherwise furnish expert advice to those engaged in the work of reexamination and reconstruction." This committee was successively chairmaned by Dr. Straubenmuller, Dr. Roberts, Dr. Conroy, and Dr. Jacob Greenberg.

The whole of curriculum reexamination initiated by the committee was a forward-looking one. A reading of committee reports in the light of techniques of the period 1922-1935 shows a broad conception of curriculum planning and thinking. On the other hand, reorganizations which broke the continuity conceived of in the original plan prevented revision, reorganization, and coordination of the curriculum program.

This program of curriculum revision resulted in the production of twenty-six courses of study for the elementary and junior high schools. Relatively few materials were produced for the high or vocational high schools. The principal criticism of materials produced during this period was the lack of integration and coordination of subject materials. This made difficult an approach to teaching and learning on the basis of comprehensive projects, problems, or units, since parallel materials were not placed in the same years in the content outline. Interest in child growth and larger blocks for instruction led to the organization of an "activity" experiment in the elementary schools, which was followed by a survey by the State Department of Education.

Curriculum development in the high schools has taken a very different form from that of the elementary and junior high schools. At the high school level development programs have largely been in the hands of standing committees, associations, and individual schools, following generally the pattern established by the State. In academic fields the Regents examination has been an important factor in determining curriculum practices despite the efforts which have been

\* Based on Annual Report of the Curriculum Council for 1945-46, prepared by William H. Bristow, Secretary.

\*\* Secretary, Curriculum Council.



made by many groups and schools to modify curriculum in terms of modern needs and requirements.

The Curriculum Council was organized in 1941 to serve as an agency of the Board of Superintendents in coordinating curriculum programs and plans. Meetings have been held since that time on the second and fourth Wednesdays of each month at ten o'clock from October through June. During this five-year period the Council has processed studies, bulletins, courses of study, and syllabi; has served as a clearing house for curriculum problems; has organized elementary school, junior high school, high school, vocational high school, and adult curriculum-planning committees; has secured collaboration on policies, plans, and programs; has developed cooperative relationships with community agencies and organizations; has made suggestions regarding instructional materials; and has carried on a substantial publications program.

**WORKSHOPS.** The workshops of 1942 and 1943 sponsored by the Curriculum Council, laid the basis for curriculum readjustment in line with war needs and war requirements. Committees and groups brought to these workshops problems and reports upon which they were working. Out of these workshops grew over one hundred significant curriculum reports, many of which have since found their way into classroom practices and procedures. Since the organization of the first summer workshops, workshop techniques have become an established procedure in curriculum work.

**COMMITTEES.** Curriculum planning committees, organized at each level, have served an important function in coordinating curriculum policies and in initiating and directing curriculum projects. These planning committees represent teachers and supervisors. Each committee has undertaken to work on problems which are significant to the level with which they are concerned. To effect articulation, chairmen of curriculum planning committees are made advisory members of the Curriculum Council, and committee membership includes all levels of the school system. Joint meetings are held periodically for purposes of orientation and coordination.

**PUBLICATIONS.** The curriculum publications program is under the direction of the Curriculum Council. During the period of its operation the following publications have been issued: (E—Elementary;

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tary; G—General; HS—High School; JHS—Jr. High School) (o.p.—out of print)

*Changing Concepts and Practices in Elementary Education* (o.p.)

*Guiding Principles in Curriculum Development* (G)

*The War and the Curriculum* (E)

*Modern History* (HS)

*Curriculum Development in the Social Studies, Kgn.-9B* (o.p.)

*Health Education—Physical Activities, Grades 4A-6B* (o.p.)

*Activities and Procedures in Homemaking* (JHS)

*Consumer Problems in Wartime America* (o.p.)

*Industrial Arts for Grades 7-8-9*

*Scope and Sequence of Vocational High School Courses of Study*  
*Museums, Libraries, Parks, Zoos and Gardens as Educational Resources* (G)

*Digest of Guidance Information* (o.p.)

*Homemaking for Grades 7-8-9*

*The Child's Day in School* (o.p.)

*Science Handbook for Grades 7A-9B*

*Curriculum Development in the Elementary Schools*

*A Guide to Curriculum Improvement in the Junior High Schools of New York City*

*Music in the Elementary Schools*

*Unity Through Understanding* (G)

*Speech Training for Spastics* (for Home Teachers only)

*Reading in Sight Conservation Classes* (E)

*A Better World* (E-JHS)

*Food and Nutrition in the Curriculum* (G—in press)

*Guideposts for Curriculum Planning in the Vocational High Schools* (in press)

*Safety Education in the Elementary and Junior High Schools* (in press)

*Safety Education in the Schools* (accident facts) (G)

**COURSES.** There has been an integration of the in-service program with curriculum development. As new developments have taken place, the Associate Superintendent in charge of in-service courses has developed courses for purposes of implementation and orientation. Thus, many courses have been developed on the new program, on



techniques of curriculum development, and around new courses of study as they have appeared.

**RESPONSIBILITIES.** During this period, based on By-Laws and other measures, general responsibilities have developed with respect to the curriculum.

The Board of Education is responsible for general over-all policies and for action on recommendations concerning curriculum proposals. *The Committee on Instructional Affairs* of the Board of Education receives reports from the Board of Superintendents. The Board of Superintendents is responsible for the formulation of policies in curriculum development. It recommends courses of study and curriculum changes to the Board of Education and approves curriculum guides based on approved courses of study and policies. *The Coordinating Committee* of the Board of Superintendents recommends to that body problems of curriculum change and development. It further suggests problems for consideration to the Curriculum Council.

The Division of Curriculum Development, established February 1, 1943, has these responsibilities:

- (a) Direction of Curriculum Council
- (b) Coordination of curriculum committees
- (c) Direction and preparation of courses of study, syllabi, and other curricular publications
- (d) Selection of teaching materials: textbooks, library books, visual and objective aids
- (e) Supervision of Superintendent of Libraries, Assistant Director of Visual Instruction, and teachers assigned to textbooks, etc.
- (f) Cooperation with Division of Housing as to schoolhouse planning

The Curriculum Council serves as a coordinating agency relating to matters of curriculum planning and preparation.

The Elementary, Junior High, High, Vocational High, Personnel, Adult, and Welfare Divisions are responsible for the administration of programs of curriculum adaptation, modification, and development in the Division, for the preparation of curriculum materials and reports, and for the installation and evaluation of curriculum practices, courses of study, and syllabi.

The Bureau of Reference, Research and Statistics, and the Bureau of Child Guidance, C.R.M.D., and Physically Handicapped are essential factors in curriculum development. The first serves to prepare curriculum suggestions and to assist in evaluation. The second has as an important function the determining of effect of curriculum policies upon children and assisting in the development of curriculum

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interests and needs. Directors of Special Branches serve as consultants and direct curriculum activities in their respective fields.

Assistant Superintendents and Principals of schools are responsible for curriculum implementation and organization in the schools under their jurisdiction and supervision. In the elementary and junior high schools district curriculum committees promise to play an important part. In high schools and vocational high schools standing committees play an outstanding part in curriculum development. At all levels greater participation on the part of teachers, parents, and community groups is sought.

**RECOMMENDATIONS.** In the light of the developments of the past year and preceding years, the recommendations made by the Strayer Committee, by the Curriculum Council, and by interested professional groups, the following suggestions are proposed for extending the program of curriculum development in New York City:

A. Adequate staff time should be set aside for the function of curriculum development. Both a long- and a short-time program are recommended. A study should be made to determine the functions to be carried on and the personnel required to discharge these functions satisfactorily. The general principles set forth by the Strayer survey indicate this need in the following terms: "In the light of the findings reported above, the survey staff recommends

"1. That the Superintendent of Schools formulate a definition of curriculum development for the improvement of teaching and seek its adoption by the Board of Superintendents and the Board of Education. Prominent in this definition would be the following ideas:

- a. The improvement of teaching can best be accomplished by releasing the creative powers of teachers, under expert guidance, for the discovery and development of improved materials of teaching and ways of learning.
- b. To release the creative powers of teachers, administration and supervisors must be democratic, and administrators and supervisors must cooperate with teachers, and seek their cooperation, in solving the problems of learning.
- c. The services of many kinds of experts are required to help teachers analyze the problems of learning faced by pupils.



"2. The Superintendent of Schools should propose and the Board of Superintendents and the Board of Education should accept and make provision for the following:

- a. A Division of Curriculum Development and Improvement of Teaching as one of the major divisions of the school system of the City of New York.
- b. The assignment of the full time of an associate superintendent to direct the work of the division created.
- c. The assignment of a sufficient number of expert workers to the offices of intermediate responsibility to get the work done."

Pending the development of a comprehensive program, it is recommended that an effort be made to secure the following temporary assignments for 1946-47:

Two teachers assigned for editorial work:

- (a) elementary, junior high school, and special
- (b) high school and vocational high school

Fourteen teachers to carry out production activities:

- (a) 3 elementary school
- (b) 3 junior high school
- (c) 3 high school
- (d) 3 vocational high school
- (e) 1 adult education
- (f) 1 CRMD

A clerical unit consisting of the following:

- 1 stenographer, Grade 3
- 1 stenographer, Grade 2
- 3 clerks (Grade 2) or teacher-clerks
- 1 office appliance operator

B. The following recommendations are made with respect to the work of the Curriculum Council:

1. Development in the fields and pressure of work will make it necessary for the Curriculum Council to confine its activities largely to a consideration of over-all policies and programs.

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2. It is suggested that there be held, each year, at least two meetings participated in by members of the Curriculum Council, curriculum planning committees, chairmen of production committees and directors of special branches concerned with curriculum functions. The purpose of these meetings will be to review over-all policies and programs and to orient those engaged in specific curriculum projects with work being undertaken by groups and committees.
3. The membership of the Curriculum Council should be reviewed in the light of present needs and developments. Wider representation of field groups is suggested.
4. Secretarial service should be provided to carry on the work of the Curriculum Council.

C. There should be closer integration between the program of curriculum development and in-service training. The Associate Superintendent in Charge of Personnel has urged that courses be organized as new curriculum needs arise.

D. Means should be developed for more adequate communication between the Curriculum Council and groups engaged in various aspects of curriculum development. Joint meetings as well as periodic releases will assist in making this possible. In a large city system the means of communication to schools in connection with curriculum programs and policies is of utmost importance. A unified system is essential. This would include:

- (a) Circulars (matters of immediate concern)
- (b) Official reports and regulations (summary and statement of official policies)
- (c) Bulletins (curriculum improvement studies)
- (d) Courses of study and syllabi (curriculum materials dealing primarily with content, activities, and teaching suggestions)

E. The new professional library will be an important source for curriculum workers and should be utilized to the fullest extent. This library should be integrated with school and district libraries. Likewise, the Curriculum Library serves a useful purpose for committees as well as for individual supervisors and teachers.

F. Adequate work space for personnel assigned to curriculum development is needed. If such quarters cannot be provided at 110



Livingston Street, Brooklyn, a center should be established in a conveniently located school building. An effective curriculum program requires conveniently located curriculum laboratories and materials for the use of teachers. A beginning has been made in the Curriculum Library of the Board of Education. Some individual schools and districts also have made good progress in providing work space and curriculum materials to assist both individual teachers and groups of teachers. With the establishment of curriculum centers in individual schools or in districts considerable progress is made to bring to the teachers materials which will help them both in their orientation to changing problems in education and in preparing specific curriculum material for the use of their classes or their schools.

- G. There should be closer coordination among the many elements concerned with curriculum development. This coordination can best be effected by the Curriculum Council. It is highly important, therefore, that the membership of the Curriculum Council represent the functions concerned with the various aspects of curriculum development.

The interrelationships and responsibilities among divisions and functions is a problem for future consideration. A dichotomy between the assignment of functions of the Division of Curriculum Development and that of the various divisions will weaken rather than strengthen the ultimate program.

- H. New York City is the richest center in the world in supplementary community services such as museums, zoos, parks, and gardens. While a great deal of use is made of such centers, an organized program of participation in connection with agencies and organizations involved has not been as continuously and as completely developed as seems to be indicated by the possibilities involved. Likewise, not enough has been made of the community as a resource.

The most important single responsibility of a school system is to provide a curriculum for its schools. This responsibility can only be met when administrative measures are taken in harmony with needs and requirements. Curriculum development should not be left to chance nor to good will nor to after-school activities alone, important as voluntary work is in the process. To take advantage of the creative work of the staff a curriculum unit, adequately staffed and organized, is necessary.

## The Antiquarian's Corner

### APRIL FOLLIES

The Antiquarian's Corner now has the beginnings of a *ride-mecum* for teachers. In answer to the request for bits of classroom humor which have weathered the test of time, readers have been kind enough to contribute many samples. If you find that they are not new, please do not read them with scorn or superciliousness. Remember the title of this department, please. Time must have a stop but there is no limit to the antiquity of humor. Please remember also that the greatest authorities on humor agree that all jokes are only variations of the old ones, and that a story is new if one has not heard it before. In all the examples given the Antiquarian assumes no responsibility and issues no certificate of warranty for their quality. *Caveat lector!*

Mr. Henry Owen rightly leads off since a sentence in his article inspired an investigation of classroom humor. I trust that some day he will send a few specimens of his off-the-cuff humor. His present contributions are examples of applied humor, favorites from the joke anthologies which he uses to illustrate points in his subjects.

For example, to make vivid the nature of offer and acceptance in his commercial law classes, he tells the perennial favorite of the wallflower at a dance. A gentleman saw this lady unoccupied. Going up to her, he queried, "Lady, are you dancing?" Whereupon she replied, "Gentleman, are you asking?" "I'm asking," he declared. "So, if you're asking, I'm dancing," she countered.

Mr. Owen also likes the following when he teaches installment buying in an arithmetic class.

A teacher asked Willie, "If your father bought a radio for \$100 and paid \$5 a week, how long would it take him to pay for the radio?" Willie thought a long time and finally answered, "Two years." "But, Willie," cried the teacher, "you don't know your arithmetic!" "But, teacher," Willie asserted, "you don't know my father."

What if you have met these before! They may be old enough to be new to the pupils who may be hearing them for the first time. As *Life*, when it was strictly a comic magazine, once said (March 23, 1922):

"What do you think of the modern jokes?"



"Oh, they are about the same as the old ones."

"Yes, and a little older, eh?"

\* \* \* \* \*

Mr. Nathan Levine contributed a long paper on "Levity in the Lesson" containing many samples of off-the-cuff gags, which his pupils probably call not levity but levinity. The trick about this type is that if it is repeated often enough, the joke tends to become spontaneous.

Here a few samples verbatim:

"I am calling on various students to read back some shorthand sentences from the board. Intentionally, I call on one who has been attending classes irregularly. She is unable to read. Whereupon, I remark sympathetically:

"I can hardly blame you, Miss \_\_\_\_\_; it's just a lot of Gregg to you."

\* \* \* \* \*

"I have just dictated some material at a rate to tax the ability of the best writers. I expect only a few to get it verbatim. I call on Mr. \_\_\_\_\_ to read back. He says he couldn't take it. To which I remark:

"In shorthand, you have to learn to take it."

\* \* \* \* \*

"I am discussing some common errors made by students in their typewritten transcripts. One is the failure to use a hyphen to carry over part of a word to the next line.

"Don't break your word unless you can do it with a hyphen."

\* \* \* \* \*

"The night after the Joe Louis-Billie Conn fight, I asked the class if they had listened to it on the radio. A minute's exchange of remarks followed. Then I got this one in:

"Sometimes I wish I were a pugilist instead of a pedagogue. Pugilists make money hand over fist."

\* \* \* \* \*

Some teachers went far back to their own schooldays and recalled the stock gags of their teachers. There was the tale of a Mr. A. Child of Boys High who used to chide a pupil after he had given a wrong answer, "You can't do it, but a child can." From the same source came the standard pun of a certain teacher of French. When a pupil made an error, this teacher would exclaim,

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"Many men!" Following established ritual, the next pupil called on would duly translate, "Beaucoup d'hommes."

One teacher reported the favorite used by her teacher of Latin. When the pupils came to the story of Jason and Medea, he invariably asked, "And what do you think Jason called Medea?" He had to supply the answer to the mystified pupils, "M'deah."

A crony of mine offers this one which he practises on the pupils relentlessly. "When Phrixus and Helle rode on the back of a ram, it was the first use of the air-sheep in history." This wheeze is still on a non-stop flight!

The same wit advises his pupils whenever they fail to consult the notes conveniently but unavailingly placed at the bottom of the page, "Foot-notes don't have feet. They won't walk up to you; you have to go down to them."

\* \* \* \* \*

Unless the protests are many and vociferous, this will not be the last in the series on humor in the classroom. Let us think of Shakespeare's oft-quoted judgment of a jest:

A jest's prosperity lies in the ear

Of him that hears it, never in the tongue

Of him that makes it.

Those who heard these jests were the pupils. Inquiry into their standards of humor would reveal interesting disclosures. Who is willing to make a statistical investigation? The results may be a significant contribution to classroom techniques.

MORRIS ROSENBLUM

Samuel J. Tilden High School

## THE REGENTS EXAMINATION IN BOOKKEEPING— ANCIENT HISTORY

There are many teachers who would like to see Regents examinations abolished. However, I believe there are even more who are opposed to such action. Human nature being what it is, the only time many students will go "all out" in their studies is when a Regents test is staring them in the face. The abolition of these examinations would result in a wide deterioration of standards in many classes. I believe Regents examinations are particularly valuable in technical subjects such as mathematics and bookkeeping. They are one of the best means of raising the level of instruction because teachers will certainly cover topics included in the tests.



To say all this is not, however, to give blanket approval to the present examinations. An inspection of the bookkeeping examinations in the last ten years shows hardly any changes. Most of the tests are mere repetitions. I am not one of those who believe in change for the sake of change. But important events have taken place in the business world in the past ten years. Of great importance to all are withholding taxes, social security taxes, and unemployment insurance. Have those who prepare our Regents examinations been aware of this? Let us examine the record.

The first mention of these new items was a reference to the Victory Tax in the June, 1943, examination with a total weight of 1% and a Social Security Taxes account in the trial balance. In January, 1944, there was an entry involving unemployment taxes, one item on withholding taxes counting 1%, and an account for social security taxes in the trial balance. This was the high water mark. The January, 1945, trial balance had an account for social security and unemployment taxes, also a matching question counting 1%. The January, 1946, test mentioned social security taxes for 1%, and the January, 1947, grand total was likewise 1%. I will not accuse the authorities of being anti-labor, but nowhere do I find any mention of deductions for union dues.

Employers and accountants tell us our bookkeeping graduates are woefully deficient in all knowledge of payroll records. Our students do not know how to handle entries involving social security taxes. This could easily be remedied if the examinations adequately covered these topics.

Year after year the tests contain the same 6 column general journal, the same 4 column cash receipts journal, and the same 4 column cash payments journal. Do our students know how to use a 6, 8 or 16 column cash payments journal? Do they know that one can have a 5 column cash receipts journal and a 12 column cash payments journal? Do they know there are such things as a departmental sales journal, a multi-column purchase journal, a sales returns journal, a deposit column in the cash receipts journal, an accounts receivable column in the cash payments journal? I doubt this very much.

One might argue that there is nothing to prevent teachers from covering these topics. Well, the best way of making sure is to include them in Regents examinations.

Let us get away from hackneyed and repetitious tests. There is

## GUIDE TO SPARE TIME FUN

no better way of making our bookkeeping instruction more effective and of raising our bookkeeping standards than by giving better and more practical Regents examinations. It is time to abandon ancient history.

HENRY OWEN

James Monroe High School

## GUIDE TO SPARE TIME FUN

Each Wednesday at the Bay Ridge High School, a mimeographed news letter, called SPARE TIME FUN, is distributed to all official classes.

SPARE TIME FUN is an outgrowth of our Main Hall Bulletin Board. Miss Elizabeth T. Fitzpatrick, Principal, suggested that instead of devoting the entire bulletin board to school notices, such as club meetings, assembly programs, midterm and Regents schedules, etc., space be given to worthwhile activities to encourage our pupils to take better advantage of their leisure time. There were so many activities worthy of mention, however, that the bulletin board space quickly became inadequate—hence, the news letter.

Since we have had requests from other schools to explain how we prepare this news letter, here are some of our ideas.

**OBJECTIVES.** As training for leisure time is high among our educational objectives, there is a real need for various ways to achieve this goal. Although our aims are educational, the emphasis in our publication is on the words "fun" and "entertainment." Characteristic adolescent interests are the basis for the selection of events to be publicized. The adolescent's wanderlust and desire for freedom and independence can be satisfied while she learns to use the city's transportation system to various points of interest. Her aliveness and vibrancy are heightened by her presence at and participation in events of current interest. Industrial exhibits, science shows, attendance at concerts and plays, and visits to costume and fashion showings add to the vocational motivation already present. The gregarious nature of the adolescent asserts itself in planning group trips and in group discussions which follow in class and out. With learning to have fun in many different ways a prime goal, our tips can make the adolescent aware of new and worthwhile possibilities.

**SOURCES.** The material used each week is secured from many sources. The amusement pages of the daily and Sunday newspapers



contain articles, schedules, and advertisements covering movies, theater, concerts, museums, radio, etc. In addition, Calendars of Events are published by the Museum of Natural History, the Metropolitan Museum of Art, the Museum of the City of New York, and the Brooklyn Museum, giving details of all scheduled events. The Board of Superintendents has a Directory called *Museums, Libraries, Parks, Zoos, and Gardens as Educational Resources*, which lists many places of interest, giving the hours and facilities for school children. Other sources include catalogs of the Cooper Union Forums, the Manual of Events of the Brooklyn Institute of Arts and Sciences, *Recreational Facilities for New Yorkers* published by the Department of Parks, and the schedule of the movie revivals at the Museum of Modern Art. The school itself provides important seasonal activities after school hours, such as Open School Night, Concerts, and Parent-Teacher Association Meetings, to which pupils are invited. Suggestions from teachers and pupils also add to our material.

CONTENTS. In selecting events to be included each week, we have set up a few specific criteria in addition to the broader objectives. The events must be varied enough to appeal to the different age levels of our pupils, so that there will be items suitable to freshmen as well as to seniors. We try to include events of interest to different groups of pupils. For example, one class thought that too much attention was being devoted to "heavy" music and not enough to "light" music. They recommended radio programs that were included in the next issue, and were very much pleased to see their suggestions in print. Another consideration is the admission price. When admission is charged, the amount is noted so that the pupils will know how much their trip will cost them. When there is no admission fee, that fact is mentioned. In general, there are so many events that cost less than a dollar that very few which cost more are recommended. Weekend activities are emphasized so pupils will not get home too late during the week.

The scope of our recommendations is very wide. The main categories into which most of our recommendations fall are given below with examples of each:

#### MUSEUMS AND PLACES OF INTEREST:

Museum of Natural History—Special French Government Exhibit; Exhibit of Native Carvings

#### GUIDE TO SPARE TIME FUN

Hayden Planetarium—"The Wise Men's Star" and "Winter Constellations"  
Museum of Science and Industry—Press Photographers Exhibit  
Pierpont Morgan Library—"The First Christmas," an exhibit of Illuminated Manuscripts  
French Institute of the United States  
Museum of Modern Art—Movie Revivals; Sculpture of Henry Moore  
Brooklyn Academy—Travelogues; Concerts  
Madison Square Garden—National Crafts and Science Show; Students' Science Fair  
Wanamaker's Television Studio  
Old Merchant's House  
Cooper Union Museum for the Arts of Decoration  
Metropolitan Museum of Art—Restoration of Paintings; Fashion and Costume Design  
Museum of the City of New York—Toy Theater Exhibit  
New York Public Library—Exhibit devoted to Robert and Elizabeth Barrett Browning

#### THEATER AND MOVIES:

*Henry VIII*  
*Cyrano de Bergerac*  
*Joan of Lorraine*  
*Show Boat*  
Varsity Workshop of Hunter College—*A Midsummer Night's Dream*  
*Henry V*  
*Ice Follies of 1947*  
*Icetime*  
*Hollywood Ice Review*  
*Temper the Wind*

#### PUBLIC AFFAIRS:

Lectures at Cooper Union, on Art, Municipal Problems, and International Problems  
Town Meeting of the Air  
NBC *A Report from the World*  
*One World or None*—Radio Program  
Meeting of the Foreign Policy Association  
Norman Corwin's *One World Flight*

#### MUSIC:

City Center Opera  
New York Philharmonic—Sunday concerts and Young People's Concerts  
Metropolitan Opera  
New York City Symphony Orchestra  
Paul Draper and Larry Adler  
Washington Irving Concerts



NBC Orchestra  
Juilliard School Opera  
Special Gilbert and Sullivan Performances  
Concerts at the Brooklyn Museum

#### RADIO:

American School of the Air  
Chicago Theater of the Air  
High School Hour  
Author Meets the Critics  
Hit Parade  
Gilbert and Sullivan Recordings  
Opera Recordings  
Theater Guild on the Air  
The Halls of Congress  
Sessions of the U. N.  
Lux Radio Theater  
Radio Readers' Digest  
Burl Ives  
New York Folklore Society Programs  
Academy Theater  
Exploring the Unknown

#### SPORTS AND MISCELLANEOUS:

Ice Skating at Brooklyn Ice Palace, Rockefeller Plaza, and on Park Lakes  
High School Ice Hockey Games at Brooklyn Ice Palace  
High School Basketball Games  
United Nations Folk Festival at Rockefeller Center  
Chrysanthemum Display at Rockefeller Center  
Navy Day at Floyd Bennett Field  
Information on sending envelopes to Little America for stamp collectors  
Motor Boat Show

**METHOD OF DISTRIBUTION.** In order to give each pupil enough time to plan her week-end activities, SPARE TIME FUN is issued each Wednesday, and most of the events suggested take place over the week-end. By distributing the news letter on Wednesday, our Assembly Day, we are able to have it in the hands of the official teacher in time to be discussed during the lengthened home-room period. Then it is posted on the same bulletin board each week in each official room. Since many of the exhibits recommended are of more than one week's duration, the copies are not taken down, but are tacked up with the current issue on top. This gives the pupils a file which is easily accessible. Teachers who do not have

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official classes receive copies for use in their subject classes. We also give each girl in our special Scholarship Class a copy. As there are always other pupils who ask for individual copies, we mimeograph enough to take care of their requests. Copies are also posted in the Library and on the Main Hall Bulletin Board.

**EVALUATION.** The success of a project such as ours should be measured by the response of the pupils. Because the news letter is still in a developing stage, we have made no effort as yet to poll the pupils. Instead we have relied upon informal reports by teachers and pupils.

Teachers report that the pupils are very much interested in hearing SPARE TIME FUN in their official classes each week. One week a teacher was rather pressed for time and asked the class if it would be all right to put the publication on the bulletin board without reading it aloud. She was overruled by the members of the class who insisted that it be read. Pupil interest has been noted by the school librarian when the current issue is posted. Individual copies are eagerly sought by many girls each week for personal reference. At a recent Faculty Conference, teachers were asked to report on the reactions of the pupils in their official classes. A number of teachers stated that the pupils not only looked forward to the weekly suggestions, but followed many of them out and later reported on them in their subject classes. We have received criticisms and suggestions from the pupils, an indication of their active interest in SPARE TIME FUN.

Teachers have been enthusiastic, too. Obviously the full cooperation of the teacher is needed to publicize the news letter and to implement the printed sheet with further details and enthusiasm. Our teachers have not only cooperated whole-heartedly in distributing the information, but also have used SPARE TIME FUN in connection with their class work. One of our English teachers suggested that the pupils see the special Elizabeth Barrett and Robert Browning Exhibit at the New York Public Library at the time they were discussing the poetry of the Brownings. The reports they made after their visits admirably supplemented the lessons. Social studies and English teachers use the suggested radio programs for instruction and entertainment in their fields. A health education teacher posts a copy of SPARE TIME FUN on her special Recreation Bulletin Board in the Gym. When Hunter College's Varsity Work-



shop sent our school tickets for their presentation of *A Midsummer Night's Dream*, we listed that performance, and through our listing, all the tickets were sold. Teachers and chairmen send suggestions when they want to bring specific events to the attention of the pupils.

Many of the teachers also use the news letter as a basis for week-end trips with their own children, and some of the teachers have planned visits to points of interest for themselves, as a result of reading SPARE TIME FUN. One teacher said that he always goes to museums when he visits other cities, but somehow rarely does so here. With SPARE TIME FUN highlighting exhibits throughout the city, he has begun to take advantage of New York's facilities.

Teachers at other schools who have seen copies of our paper have expressed a desire to adapt it to the needs of their own schools. One junior high school principal asked one of his teachers to prepare a similar paper suitable to the age level of their pupils. Two superintendents and a high school principal have written us, stating that they think that our efforts to broaden the extracurricular activities of our pupils are worthwhile.

This term we plan to poll our pupils to try to find out just how many of them are using our suggestions, and to what extent. But even this poll cannot measure all the benefits to be derived. Many of the intangible results, such as general information, and awareness of events, people, and places cannot be gauged accurately.

However, until further evidence is forthcoming, we shall continue our newsletter with the hope that we are helping to widen the horizons of our pupils' leisure-time activities.

GOODWIN W. GILSON

Bay Ridge High School

### ADJUSTING AN ADJUSTMENT CLASS

When I was appointed, last March, to a junior high school in Brooklyn, I found myself in charge of an adjustment class. It was my first experience in a junior high school. There were twenty-five children, whose I.Q.'s ranged from 61 to 96. The average reading ability of the group was that of the fifth grade. The ages ranged from twelve to fifteen and a half. There was a variety of emotional and psychological problems that are so frequently encountered in children of this age group.

### ADJUSTING AN ADJUSTMENT CLASS

INSTRUCTIONAL MATERIALS. Although some of the pupils could barely read or write, we were given the regular textbooks for the grade. The 7B required history included sixty pages on the American Revolution; the geography went into detail about Somaliland, Madagascar, the Anglo-Egyptian Sudan, and other places equidistant from the child's experience; the spellers included words like *adjacent*, *dirigible*, and *incredible*.

It was obvious that these books would never interest the pupils. For one thing, the vocabulary was too difficult. The children could hardly be expected to spend eighteen to twenty periods poring over these texts without protest and boredom. Many of the pupils considered themselves "dummies" because they had never been able to do the work of the grade; their experience with school had thus far been one of repeated frustration and failure. Those who couldn't read and write hated any subject that required these skills. The backward arithmetic students refused to add even the simplest sums. They came with the feeling that all was hopeless—so why try?

PROCEDURES AND OBJECTIVES. My four months' experience in the spring term taught me that the conventional textbook approach wouldn't succeed. Something new was called for. At the beginning of the fall term, I decided, therefore, to organize the work around the following procedures and objectives:

1. To use material that would be of interest to the pupils and be understandable at the same time.
2. To simplify the course of study by breaking it up into short units. I hoped that the children would gain a feeling of accomplishment and success as they completed these units.
3. To teach the youngsters how to get along with one another by working and playing together.
4. To overcome their violent dislike for school. This could be achieved only by making them feel that it was their school and that they "belonged."
5. To give them practice in the basic skills in the least objectionable manner possible. Some way had to be found to sugarcoat the three R's.

A MIMEOGRAPHED TEXT. At the beginning of the term, I decided to integrate the term's work around a social-studies unit. I prepared a series of mimeographed sheets called "How People Lived in America Before the American Revolution" and "Why the Colonies Revolted Against England." These sheets were based on the history text, rewritten in simpler language; they omitted all



material too difficult or that presented "useless information" for the pupils. The text itself was used primarily as a reference book. After the children did the reading (in the mimeographed sheets or in the text) they were to answer questions in their notebooks. The reading included material on how the colonial people lived, how they dressed, the ways they communicated with each other, their means of travel, the people who came to America, and how people lived on the frontier. Each topic was introduced by a short discussion or by comparison with conditions today. Every attempt was made to relate the information to the pupils' own experiences and to their daily lives. Typical exercises were:

1. Suppose you wanted to get in touch with someone in England today. How would you do so? If you wanted to go to California today you could go by boat. What faster means of communication are there? The people in Colonial America did not have these means of communication and transportation. How could the people of New York communicate with the people of Virginia? How would someone travel from New York to Philadelphia? From New York to England?
2. Why did your parents or grandparents come to America? Ask them and write the answers in your book. Why did people come to America from Europe before the Revolution?

It may be that some of the material included could not be justified on the grounds that it made our world more understandable to the child or that it related to his experience. However, since children love adventure, romance, and excitement, an endeavor was made to interpret our early history so that it would appeal to them in these terms. For this reason Daniel Boone and life on the frontier proved especially interesting to the youngsters.

**CORRELATION.** Geography was introduced when the children colored maps to show the New England, Middle, and Southern colonies. They indicated the states that occupy those areas today. The children learned that Maine is in New England, that New York is next to Pennsylvania and New Jersey, that the development of a region is affected by its location.

Compositions were written after every unit was completed. Among the topics assigned were *I'm glad I'm living in 1946, Not 1746* and *A Boy on the Frontier*. The words that the children misspelled were used as part of their spelling lists. (The lists included words like *furniture, travel, and interesting*.) The grammar work for the term was based on the errors made in discussion and written com-

positions. Experience in letter writing was supplied when the children wrote for pictures and illustrative material to supplement their reading. This was something they enjoyed doing; they took great pride in their picture collections.

**IMPROVEMENT OF WORK HABITS.** Owing to constant stress on neatness and care in the preparation of notebooks, I found that the children would do a page over when they weren't satisfied with its appearance. As time went on, they grew more careful; it became very rare for them to have to do the work over many times. They also developed a deep interest in one another's progress. "What page are you up to?" became a common question.

**VISUAL AIDS.** I realized that the reading would have to be supplemented by other activities to make the work more vital and appealing. In a search for visual aids, I borrowed lantern slides from the Metropolitan Museum of Art and sound films from the Museum of Natural History. The lantern slides included sets on *Colonial Life, Early Pioneers in America, and New England Now and Then*. The pupils were especially interested in the furnishings of the New England homes, comparing them with their own homes today. The sound films were shown in the auditorium. A particularly successful one was *A Planter of Colonial Virginia*, photographed in reconstructed Williamsburg. The pupils could see how the planters lived, dressed, traveled, and amused themselves. Their studies became very real for them.

**CONSTRUCTION ACTIVITIES.** When the pupils saw the slides, they began to want to make the things they observed. One boy cut branches from a tree and built a miniature log cabin from them. Another made a crude cradle, a table, a chair, and a bowl of balsa wood. A third youngster constructed a covered wagon. Still another child made a log cabin of corrugated paper. The urge to construct became contagious, and several model houses were built. A girl cut dolls out of paper; later an inexpensive doll was purchased and was dressed like a Colonial lady. The pupils began to hunt for pictures. They found that the Philadelphia Whisky advertisements displayed pictures of Colonial America. We wrote to the company (as well as the Paul Revere Brass and Copper Company and to others) and were rewarded with a complete set of advertisements, which were cut and mounted.



**A MUSEUM TRIP.** We also made a trip to the Metropolitan Museum of Art, visiting the colonial rooms. The pupils examined the fireplaces, the beds and mattresses, the furniture, noticing the Bibles on the tables, the coarse materials on the beds and the kitchen utensils. They knew what to look for and they enjoyed recognizing things. We saw two films at the Museum. One, entitled *Colonial Children*, showed the work performed by the children of early America. When the pupils arrived home, they tried to make the things they had seen. One boy made a broom out of the branch of a tree. Others went to the library to obtain stories and pictures of Colonial America. They brought stories to class and asked me to read them aloud. Two youngsters asked the school librarian for material and wrote reports. We then moved several books from the library into the classroom, where they could be read by the other pupils. We obtained a phonograph and played the *Ballad for Americans*. The words were written on the blackboard and the pupils sang with the record.

**A NOTEBOOK EXHIBIT.** When the pupils had completed the first unit, *How People Lived in America Before the Revolution*, they decided to make covers for their notes and to paste pictures in. Using different colored papers, they tried to make the covers unique and attractive. I was amazed at the results. One was better than the other—neat, colorful, often imaginative. The notebooks were put on display together with the model cabins, the furniture, the dolls; pupils from other classes were invited to our room to see the exhibition and to read the notebooks.

**OUTCOMES.** After taking stock of the term's activities and achievements, I feel that the following outcomes have been attained:

1. The pupils did make some progress in learning how to work together. This occurred when those who had completed a topic (and had their work checked by the teacher) were allowed to help the slower pupils. The children thus gave me valuable assistance. They also worked together when the more "artistic" ones helped the others with their covers and in the construction work.

2. The children liked their work. I found that they went voluntarily to the library to get extra material and that they used every available spare minute to work on their social studies notebooks.

## ADJUSTING AN ADJUSTMENT CLASS

Here, in their own words, are some of their evaluations of the term's work:

"I think it is easier than the book."

"I never knew how interesting this work could be."

"I liked doing every bit of it. It was fun."

"I liked the work because I learned a lot. . . . We went to the museum. There you can get more information than from the history books."

"I liked my work because it was interesting. It was exciting too. I think I learned a lot of things."

3. The pupils were given ample opportunity to improve in reading, writing, and spelling-skills for which they felt an immediate need, since these abilities were directly involved in their social studies work. (Of course there were separate periods devoted to drill in spelling and arithmetic.) Pronounced gains were made in reading scores, for since the mimeographed sheets presented short units followed by comprehension questions, much of the study took on the quality of remedial reading practice. Occasionally when a passage was difficult, it was read aloud and the new words were discussed and explained.

4. I read stories to the class to give the pupils the feeling that reading can be fun. Edna Forbes's *Paul Revere* (illustrated by Lynd Ward) and James Daugherty's *Daniel Boone* were two books they enjoyed.

5. Some improvement was made in the conduct of the group. The pupils were not as restless as they had been. Our unit gave them frequent opportunity to "do things." They were not expected to sit in their seats all day. They could ask the help of another pupil or go to the closet for supplies. In this way they constructively expended some of their restless energy.

6. I think that the pupils acquired some sense of history and developed a real understanding of the period they studied. Their lessons weren't just rote repetition of textbook phrases or empty verbalizations that had no meaning for them. The mid-term papers of the adjustment class compared very favorably with those of a normal class.

**THE NEED FOR SPECIAL PROGRAMS.** Too often our handling of adjustment classes has consisted of segregating certain pupils into one group and then expecting them to follow the regular



course of study (executed with the same materials and the same pedagogical techniques), only at a slower rate. Actually, such segregation is only the beginning of the program. It is a question of performing some adjustment. Frustrated by a record of repeated failure, uninterested in the subjects taught, unable to cope with the standard texts and other materials of instruction, handicapped by their low I.Q.'s and by their lack of basic skills, presenting all sorts of behavior problems, these pupils need not a watering down of the traditional program, but a completely different program, one that they can succeed in carrying out, one that is adjusted to them and that will help them adjust to school and to society. The experiment described in this report represents an attempt to meet this educational challenge.

HELEN PELLER

Junior High School 128, Brooklyn

### THE ANECDOTE AS A TEACHING DEVICE

Part of the job of the teacher of English is to tie up an author's life with his works. When this is well done, both stick in the mind of the student. Whatever succeeds in perpetuating the memory of a name, a fact of biography, the title of a work, is good pedagogy. The method recommended here is the utilization of a wealth of anecdotal material as incidental to a lesson to help achieve these desirable effects.

Anecdotes are stories with points, or they are the feathers which guide the arrow of explanation to the target. Etymologically, however, they are something different. Among the ancient Greeks there were two kinds of stories, those known to the generality of people and those known only to a select few. To this latter kind was attached the term *anekdotes*, a combination of the negative prefix, *a*, (or *an*), and the root *ekdotos*, "given out." It is from this word history that our modern *anecdote* is derived. It was an unpublished fact or story, not generally known.

**THE TOUCH OF SPICE.** Making use of anecdotal material in the classroom will add both novelty and interest to the lesson. Anecdotes are a kind of literary gossip, and it is quite legitimate to expose students to this kind of biography.

In using an anecdote in class, a teacher will need a certain amount of background information. But it is generally more desirable to

### THE ANECDOTE AS A TEACHING DEVICE

fit the anecdote into a situation neatly than to drag it in for the occasion.

**VALUE OF ANECDOTES.** The author has taught American and English literature to both high school and college classes. He has tried the course with and without the anecdotes. Not only did the students enjoy the course more when there were anecdotes, but, and this is significant, they thought they got more out of it. Actually, as indicated by test measurement with two groups in two successive years, the groups that had the anecdotes did achieve better scores in literature examinations of a standardized type than the students deprived of the anecdotes.

It has been the author's goal to find a good story about each important writer in English and American literature. This is a desideratum more easily thought up than achieved. By a good story here is meant a story that may not be known to most students, a story whose point cannot be guessed on the basis of the introductory remarks, and a story that actually conveys some excellent information about some important character or fact of literature.

**ILLUSTRATION.** For example, let us suppose that the Bacon-Shakespeare controversy is one of the items to be considered during a lesson. Or suppose one of the students raised the question. After a short explanation and discussion, it is possible to enliven the lesson and to sum the entire matter up by repeating the story that it was the practice of the Baconian apologists to invite a distinguished guest to their annual banquet. It was, moreover, required that he be one of those who believe that Shakespeare wrote the plays. Then it became the sport of the evening to tantalize and torment the guest with the most telling arguments that can be marshalled to show that Bacon actually wrote the plays Shakespeare is getting credit for.

On one such occasion, Mark Twain was the guest of honor. After he had borne in silence the indignities heaped upon him, he rose to say, "Mr. Chairman, when I get to heaven, one of the first things I am going to do is look up Shakespeare and ask him who wrote those plays."

But the chairman, still master of the situation, reminded Mark Twain, "Shakespeare will not be in heaven."

Mark Twain's face fell. Then his eyes lighted up and he turned to his host, imploringly, "Well, then, will you ask him for me?"



Actually, the story proves nothing, but it does throw confusion on the hosts of those who think that Bacon wrote the plays. This story does that just as effectively as the long-winded dissertations in the introductions to the school editions of Shakespeare's plays. If the anecdote does do this or can do this, let us by all means resolve to use it.

**AVOID THE HACKNEYED.** There is a caution that must be sounded. Many teachers do use anecdotes, but there is a dreary sameness in the cut-and-dried anecdote at a precise point in the course as time rolls round each year. I remember that my history teacher used to tell that old chestnut about Lincoln and Grant. Some minister had complained to Lincoln that Grant drank to excess. Lincoln is supposed to have retorted, "If you will find out the name of the brand Grant uses, I'll get each of my generals a barrel." When I was a freshman I heard from the seniors that that was Professor X's Civil War story. When I became a senior, I heard him tell it.

**A FORMIDABLE TASK.** The job of accumulating a stockpile of anecdote material is a lifetime task. Fortunately I had begun such a task before I became a college freshman. As I read through the history of English literature and biographies of the great men of literature I made a collection of outstanding stories which could have educational value. Now after twenty years I propose to share my findings with others. There is no royal road to a collection of anecdotes, or anything else. Even were these anecdotes that I have collected published in a book, they might not fit in with your mood or temper, and you might not be able to use them in your class discussions. Each must find for himself those which appeal to him and those in which he sees the possibilities of use. This power increases as one builds his collection.

By the invitation of the editor, a number of anecdotes from my collection will be included in succeeding issues of this magazine. Some attempt will be made to point them up and indicate how they have been used, or how they might be used.

DAVID T. ARMSTRONG

Murray Hill Vocational High School





# HIGH POINTS

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Issued each month of the school year to all teachers in the High Schools of the City of New York. Published by the Board of Education, 110 Livingston Street, Brooklyn, New York. Books concerned with educational matters may be sent for review to Mr. A. H. Lass, Fort Hamilton High School, Shore Road and Eighty-third Street, Brooklyn, New York. School textbooks will not be reviewed.

The columns of HIGH POINTS are open to all teachers, supervising and administrative officers of the junior and senior high schools. Manuscripts not accepted for publication are not returned to contributors unless return is requested. All contributions should be typewritten, double spaced, on paper 8½" by 11". They may be given to the school representatives or sent directly to the editor.



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 MAY, 1947

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## White Teacher in Harlem\*

EUGENE T. MALESKA, Junior High School 139, Bronx

"You teach in Harlem? Oh, how can you stand it?"

"A Harlem school? 1700 boys? Brother, that must be awful!"

Then they stare at me as though I am some brave hero just returned from the wars. I can understand the distorted visions that flit through their minds. I can understand their picture of a defenseless white man trespassing on unfriendly streets, nervously entering a hostile school and trying all day to keep forty roughnecks from climbing the walls. I can understand their feelings because once, in my ignorance, those very thoughts were mine.

Seven years ago when I was assigned to teach English in a Harlem junior high school, I confess I was afraid. My previous contacts with members of the Negro race were few. I had nothing to guide me but word-of-mouth knowledge and stories from the newspapers. And both sources made me feel like a Daniel stepping into a lions' den.

But I learned.

I learned that I could walk down the street to school without being seized, robbed, pummeled, stabbed or shot. I learned that the tales I had heard were either windy exaggerations or outright lies based on prejudice. I learned that most of the newspapers gave only one side of the story—the sordid side.

**YOUR COLLEAGUES.** After the first year of adjustment, I found that I liked just as many Negroes as whites among the faculty members. It is almost impossible to draw a color line when you work, eat, and live together—sharing the same problems and striving for the same goals. You judge your colleagues by the way they treat you and not by their faces. In fact, one of the Negro teachers, a renowned poet, became my best friend and adviser in and out of school.

**PARENTS.** As for the parents, I was astounded to discover how cooperative they were. I had previously taught in a school for white children where the teachers were constantly threatened with physical or professional extinction by irate citizens who wouldn't believe that "little Johnny could be so bad." In Harlem the picture was changed.

\*Reprinted from Negro Digest, February 1947, with permission of editors. Side heads ours. [Ed.]



Most of the parents favored the teacher as against the child. They recognized the problems of the classroom and were ready to admit that their offspring were not always perfectly angelic. More than that, they saw clearly that education was the most valuable means at their hands for snipping the chains of prejudice. Consequently, they would tolerate no foolishness from the boy they were sending to school.

I shall never forget the first time I sent for a parent. Little Melvin Brown had a habit of walking around the room and disturbing others whenever the spirit moved him. After exhausting all other preventive measures, I dispatched a letter to his home.

The next day Mrs. Brown came storming into the room, waving the envelope. Fully expecting her to resent me as a white man treating Melvin unfairly, I escorted her into the hall and related the trouble the boy was causing.

Even before I had finished my tale of woe, she burst into the room again, grabbed a blackboard pointer, jerked Melvin out of his seat and proceeded to thrash him in front of the class. Over the boy's screeches her voice resounded down the corridors: "You gonna bother the teacher any more?" Whang! "You gonna make me take a day off work again?" Whang! "You gonna come to school for play instead o' learnin'?" Whang!

Needless to say, I had no more trouble with Melvin after that. But I think I learned a greater lesson than he did.

Of course, the "letter home" didn't always bring such results. Some mothers, who were the sole support of a half-dozen children, knew that a day off work meant a day without bread. From them I often received pathetic notes describing their plight and expressing their willingness to do everything in their power to cooperate. Others were ailing "grandmothers" or "aunts" with a multiplicity of personal problems.

But in almost every case where the parents were able to work along with the teacher for the good of the child, they were glad to listen to advice and followed it through with religious zeal.

**DISCOVERIES.** By far the most important discoveries I made during my seven years in Harlem revolved around the Negro boy himself.

I had expected him to be hardened against school since he was subject to the double burden of the disintegrating influences of the

street and socio-economic pressure. Instead I found him not only teachable but eager to learn.

I had anticipated that every other boy would have a police record. It is easy to get that impression in a world where false and prejudicial stories run rampant. Instead I learned that there was only a small percentage of court cases.

My previous information was that the Negro boy would score poorly on intelligence tests. The information was correct, but the insinuation behind it was wrong—namely, that low mentality was a racial trait and that most Negroes were dull and stupid. Here is the true reason for the low "I.Q.'s."

**THE WORLD AGAINST THEM.** Many a Negro boy has two strikes on him before he comes to school. His parents were denied the opportunities of education and therefore they cannot give him the same background as a boy whose father and mother were thoroughly schooled. Furthermore, they can give very little attention to the boy's development since they are forced by a warped society to work maximum hours for minimum wages.

So Jimmy comes to school and the vicious circle begins. Since his background is limited, he is not ready to read. The first-year teacher receives him and she tries in a few months to cram into the child the experiences of years. But the gaps are too wide and the time is too short for her to succeed. Besides, she has thirty others with the same problems as Jimmy. As a result, his reading ability is retarded, sometimes for the rest of his life.

Later the school gives the boy an intelligence test. Since high scores in these examinations depend on background—especially reading background—his mark is low. But does that necessarily mean he is dull-witted? Certainly not.

Recently I had five boys in one of my classes whose scores on intelligence tests indicated that they were feeble-minded. But a single day in the classroom with them proved to me that they were of at least average intelligence. A remedial reading teacher took these boys under her wing and gave them individual instruction. Several months later they took a reading test and an intelligence test. Their marks jumped up five to ten points on each examination.

On the other side of the ledger, I found a number of brilliant boys scattered through my classes. Here it was the same story from a different angle. High reading grades and, as a result, high I.Q.'s.



Looking behind the scenes, I would find in almost every case a home where the parents were not backed against a financial wall, and where the child had been given many opportunities to develop normally.

It is the same all over. Take any school for underprivileged white children and compare it with one in a silk-stockings district. Invariably the intelligence scores in the first school are lower than those in the second. It isn't a matter of race. It is a matter of opportunity. And as things now stand, the Negro child is given the least opportunity of all.

WHAT I LEARNED. Best of all in my teaching in Harlem I learned that the Negro boy will take a white man for what he is. If the boy senses that his teacher is competent and unbiased, he is more than willing to be friendly. His likes and dislikes are formed not on the basis of color but on the grounds of ability and personality.

I know this from bitter experience. At the outset I acted on the advice of others who warned, "Don't give those boys an inch or they'll take a mile. Be tough. Let 'em know who's boss or your life will be miserable." I tried it, and I was miserable.

Then I began to work things out my own way. I saw that the boys who caused the most trouble were usually the ones who were most in need of a friend. I gave them that friendship and in return they began to take an interest in school. I discovered a big heart was better than a big stick.

This is one argument for keeping some white educators in Harlem. The boys learn that there are some of us who are eager to give them a helping hand. They recognize that not every white man is an ogre to be detested and feared.

Moreover, each white teacher who learns to see that the average Negro boy is potentially, if not actually, no different from the average white boy is a living advertisement for better inter-racial relationship. One teacher, for instance, who had come to our school with a sackful of prejudices confided to me last year, "These kids aren't so bad when you get to know them."

On the other hand, it is important to have Negro teachers in Harlem schools, too. The friendships formed among the faculty members of both races represent a bulwark, however slight, against the tide of intolerance. And what an example they give to the boys who see them working together with mutual respect day after day!

But don't get me wrong. Harlem is no heaven for teachers. Naturally a certain percentage of the boys in every Harlem school is what Roi Ottley calls "slum-shocked." Coming from broken homes, nervous, unhappy, lost in the shuffle, beaten and degraded, they try unconsciously to fight back against society in the only way they know—by assuming the role of "tough guys." What surprises me is that there isn't more than a handful of them, considering the awful odds that a Negro boy must face.

It is this fringe of youngsters that gets most of the publicity. It is this group that makes life difficult for teachers. But, for every one of these, there are twenty others—friendly, obedient, and respectful. No, Harlem isn't heaven; but it isn't "Siberia." For that matter, I have my doubts about Siberia now that I've learned so much.



#### BOB HOPE ON TEACHERS

"... If you don't believe it, go ask your school teacher. In a few towns right now she's on the schoolhouse steps with a picket sign calling attention to her pay-check, which never has been quite the size of Lassie's. ... But then, if teachers got paid for the grief we all give 'em as kids, they'd be millionaires, too. ... I mean, just think what Crosby's teachers must've gone through ... and my poor eighth grade teacher. ... She's always said those were the three toughest years of her life. ... But no kidding, 'Teach,' if you're at the bottom of the heap in your local budget, we're on your side ... because, for our dough, you belong on top of the heap with the doctor, the scientist, the statesman, and all other callings where devotion to humanity comes ahead of devotion to the dollar."



## Why Can't They Read or Write?\*

AMANDA M. ELLIS

*A recent survey of state departments of public instruction of 165 school systems, and of 79 colleges shows that high school and college teachers of English agree that students do not read accurately nor do they speak and write well. Teachers in high schools state that heavy teaching schedules and extracurricular duties as well as the lack of an articulated program in the language arts make it impossible for them to do the kind of professional job they feel is necessary.*

Answers to a questionnaire came from large and small high schools in thirty-one states; college reports, from forty states; and departments of public instruction reports, from fourteen states. Although these reports show confusion in objectives and a deplorable lack of understanding between groups, as well as between the philosophy expressed in the courses of study and that practiced in the class rooms, there is a profound conviction of administrators, high school teachers, and college professors that students today do not speak understandingly or write well.

**CONFUSION.** The greatest confusion seems to exist in state departments of public instruction. Although two questionnaires in articulation went to forty-eight superintendents of public instruction, only fourteen answered.\*\* Of that group, nine have undertaken no studies in articulation and seem to know of no such programs in their states; yet articulation programs conducted by the state universities have been accepted by the schools in those states and have received national recognition. Five state superintendents of public instruction report that there are articulation programs in their states; of these, two are directed by the state, two are directed by the state university, and one, by a state association of English teachers. One state superintendent of public instruction said that the articulation program in his state took no cognizance of the elementary school in

\* A summary of the report of the Articulation Committee of the National Council of Teachers of English. Miss Ellis, of Colorado College, is chairman of the committee.

\*\* The following state departments answered this questionnaire: Colorado, Connecticut, Illinois, Indiana, Iowa, Kansas, Louisiana, Minnesota, New Mexico, New Jersey, Pennsylvania, South Dakota, Utah, Wisconsin, and Wyoming.

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making its plans; yet that state's *Guide to the Language Arts Program* affirms, "The Language Arts program should be conceived as a continuous articulated whole from kindergarten through the twelfth grade." The New Mexico articulation program, with its recognition of the second language problem, the Florida and the Louisiana state programs, deserve commendation.

Two hundred junior and senior high schools answered the questionnaire. Of this group, 165 schools, in twenty-seven states, answered it completely.\* Eighty reported they have no articulation program in which they cooperate with elementary schools or colleges; twenty-seven reported that they cooperate with state universities; thirty-six reported articulation programs within the school system. When asked, "What do you do to aid those students who come to high school with inadequate English training?" ninety-six replied that they had no special courses or plans to deal with them; twenty-four stated that they had special classes in remedial reading; two had special courses in speech; eight had special "after school" courses for those deficient; thirty-three replied that they left the matter up to the individual teacher. Three recommended summer school for those whose English was poor.

**TEACHING LOADS.** Teachers in these high schools reported teaching an average of 153 pupils daily in an average of five classes. Some, it is true, teach 100 students in four classes; others, however, teach 220 students in five classes. One suspects that the North Central Association requirement of 150 students as a normal teaching load prompted many to state that that was the "average" enrollment. In report after report, however, appeared statements that though the average is 150 students "the last few years, I have taught 169" or "at present, because of our population increase, I am teaching 220. In addition, I have a home room and a study hall," thus making seven full periods a day! Others reported teaching five classes, being in charge of a study hall, and then assisting with debate or the newspaper or dramatics or the annual. Luckily a few teachers (only three) reported that students help them grade themes. One hundred

\* The following states were represented in the survey: Alabama, California, Connecticut, Colorado, Illinois, Indiana, Iowa, Kansas, Louisiana, Maryland, Massachusetts, Minnesota, Michigan, Missouri, Nebraska, New Hampshire, New York, New Jersey, North Carolina, Oklahoma, Ohio, Pennsylvania, Tennessee, Texas, Washington, and Washington, D. C.



and twenty-three reported that the English teaching load is heavier than that in foreign language and in sciences.

**CRITICAL PROBLEMS.** When asked what teachers considered critical English problems in the pupil's transition from high school to college, from junior to senior high school, and from elementary to junior high school, 155 stated "*lack of development of tool skills, reading, writing, speaking, listening,*" "*lack of development of critical thinking,*" and "*inadequate training in grammar.*" Fifteen replied that there is "*no uniformity of subject matter taught in elementary schools. Some elementary teachers give a good foundation in grammar; others, none at all. Some students have been instructed in the use of the dictionary; others have had no such training.*"

**VAGUENESS.** As one looks over the course of study and comments on the language arts program in high school, it is apparent that there are some excellent courses in language arts and some splendid teaching. It is apparent, however, that too often vagueness and lack of purpose characterize much of the planning. It seems, too, that much of the teaching is correction rather than instruction. The aims in teaching language arts often are vague; some courses of study list as many as thirty. Although some high schools, it is true, ask for three years of English as a requirement for graduation, many seem to state it only as a university requirement. Furthermore, one feels that the courses of study, often vague and theoretical, do not necessarily show what is going on in the classrooms; yet when 85% to 90% of them show similar features in subject matter, aims, purposes and educational theory, they seem to indicate a general pattern into which the teacher *must* fit his or her work. Regardless of the nature of the courses assigned them, English teachers assume their responsibilities with an attitude far from complacent.

Many courses show that there is no real progression of subject matter in terms of "ascending value or increasing differences." Some courses show no understanding of the terms *grammar, formal grammar, syntax, and rhetoric*. One finds listed, for example, under grammar study, "parts of speech," "outlining," "spelling," "sentence usage," and "vocabulary." Many outlines show a trend toward remedial rather than systematic instruction. Few show the writing practice in step with the study of grammar. Since many of the same errors appear as minimum essentials in each grade, the chances are

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that writing was occasional and the correction of it superficial.

With teaching loads as high as they are and with the extra duties given English teachers,\* it is not surprising that too few themes are assigned, that often teachers' corrections are made hurriedly, and that often the student is not required to rewrite papers or correct the errors in his papers. This same heavy teaching schedule makes conferences almost an impossibility; one questions how many of the after-school remedial classes really are held. No English teacher should be obliged to assume the many responsibilities assigned her in our schools.

**THE COLLEGES.** Of the colleges who answered, fifty-four stated they have no program of articulation with high schools; eighteen reported that the university has a program of articulation in which it works with high schools; seven reported that there is an articulation program in which they work with high schools through the state English associations, through the state universities, or through the state offices of public instruction. Forty-one schools stated that they have special remedial classes for students whose training is inadequate; two have special clinics for those not adequately prepared; three have remedial reading classes; eight, through tutors, give special aid; five have special conferences for those needing aid; three merely fail students whose English is weak; and twenty-two say they have no plan for aiding students not adequately prepared in English.

Teaching loads in college English classes show a marked difference from those in high schools. Three universities reported teaching schedules three to nine hours weekly;\*\* forty-one reported schedules of nine to twelve hours; eight, of twelve to fifteen hours; and nine, of fourteen to nineteen hours. The number of students in a freshman English class ranges from eighteen to thirty-five, with an average of twenty-four. Sixty colleges and universities reported that English schedules are lighter than those in science and foreign languages.

When asked what they considered critical problems in English,

\* Work in study halls and home rooms, as well as extracurricular tasks in drama, year book, debate, and annual, add to the teacher's schedule.

\*\* A twelve-hour schedule, in many cases, means nine hours of classroom teaching and three hours of conferences each week.



forty-five stated the student's lack of ability to read; forty-five, the student's inability to write well; twenty, the student's lack of vocabulary; twenty-nine, little knowledge of grammar; twenty-seven, incoherent thinking; eighteen, the attitude that slovenliness in speech and writing is nothing to be ashamed of; seventeen, lack of critical judgment in students; and forty-eight, lack of knowledge of syntax. One professor reported that he found "no critical problems to generalize about. The main problem," he added, "is to encourage the student to think independently and to hope he has already learned to read and write."

**COLLEGE "EXTRAS."** Almost every college and university feels grave concern because students as a whole are not proficient in the language arts. The remedy for the situation many see in remedial courses in the freshman year; yet doubtless some of these same students had remedial courses in high school in the tenth or twelfth year. As the same types of errors that are listed in high school are listed as errors in college, one suspects that the college remedial courses will not prove any more effective than those did in high school. With lighter teaching schedules, teachers in college should be able to give individual help to students; yet statements like "This is a light teaching load in order that the professor may have more time for his research" or "We have a nine-hour teaching schedule in order that instructors may devote time to their graduate studies" occur frequently, to make one question whether the student who suffered as a result of his high school teacher's heavy schedule may not also suffer because of the professor's interest in research. A few colleges, it is true, are genuinely interested in working with high schools for a better articulated language arts program. The great majority, though far from complacent about the student's inability to express his ideas coherently, have done little to get at the source of the trouble. Furthermore, once the student has passed or failed his freshman English course, college professors seem to do little except lament his ignorance in use of the spoken and written word. There is urgent need for high school teachers and college professors to cooperate rather than to damn high school English.

**REVISION NEEDED.** In conclusion, I believe that many courses of study in the language arts should be revised to permit a steady progression or continuity in the teaching of the structure and func-

tion of language. In the words of Professor Clarence D. Thorpe, "Let us avoid the confusion of a multiplicity of goals. Instead of talking in terms of fifteen hundred aims let us limit ourselves, say, to competence in conveying ideas, observance of the decencies in expressing ideas. . . ." This will demand a clear understanding of the relationships of vocabulary, syntax, grammar, and sentence structure. Word study, no longer taught in some schools, should be reintroduced. Students should acquire the habit of speaking and writing sentences carried through to meaningful completion; they should have respect for phrases and clauses in relationship to what they modify; "they should be taught the manners of discourse: the right verb and the right noun usage"; they should be taught to speak and write coherently. There should be *definite, specific* courses from kindergarten through college. Through cooperation of teachers, there should emerge a uniform nomenclature in grammar, uniform symbols and abbreviations, and a clear definition of minimum standards. There should be a tightening of grading in all courses and a refusal to give passing marks to written work which does not reach minimum requirements. There is grave doubt whether courses in dramatics, journalism, and the like should be accepted as substitutes for required English.

Regardless of the type of curriculum proposed, unless teaching loads in English in junior and senior high schools are lightened there can be little hope of our students' speaking, reading, and writing better than they do. I realize, of course, that there is a critical shortage of teachers in our school systems, but I believe that important factors contributing to that shortage are excessive teaching loads and the resultant inability of the most conscientious teachers to do the thoroughly professional job their pupils need. I realize also that to ask for lighter teaching loads means not only employing more teachers but also an increased school budget. I believe, however, that this additional expense is essential in a democratic society where each member should be educated to speak, read, and write well.

#### UNREASONABLE MEN

The reasonable man adapts himself to the world; the unreasonable one persists in trying to adapt the world to himself. Therefore all progress depends on the unreasonable man.

—George Bernard Shaw.



## Programming a City High School

L BERT LEVINE, Abraham Lincoln High School

September 10th or February 1st—the doors of the school open. Forty-five hundred children and about a hundred and fifty teachers flock to the classrooms. Pupils are given programs. The bells ring. Pupils move to classes: some to honor classes, some to slow classes, some to classes for pupils with special aptitudes, most to normal classes. They find teachers in charge ready to begin the term's work. Forty-five minutes later another bell rings. Pupils move to new classes where they meet different classmates and new teachers. This happens many times during the day.

How many pupils and teachers give thought to the work that has made this smooth-running organization possible—to the people who have labored hours, days, weeks, and months planning for this; in short, to the program committee, which has spun the threads that form the intricate web of a school organization. A machine runs well only when properly oiled. In a school, the organization functions smoothly only when the program committee furnishes the proper lubricating oil that greases the cogs which make the wheels turn. An organization which cannot function smoothly the first day has not been properly planned.

What constitutes a good program? Dr. Tildsley once compared the program committee of a school to the tail of a dog which insists on wagging the dog. Knowing what is happening in many schools, I feel that Dr. Tildsley is correct even today. Too frequently decisions on education are based on the convenience of the program committee, rather than on the welfare of the children. An example of this is the request for teachers to enter final marks a week (and frequently two weeks) before the end of the term (Regents' Week). This cuts the term short by this week or two. A program committee should not be a policy-making group. Rather, it should be an instrument for the execution of the policies set by the principal and his advisers.

A good programming job requires a basic philosophy. What ought this philosophy be? From my experience, I should set down the following concepts which should govern the organization of a school:

1. The welfare of the child should govern all decisions.
2. There must be sufficient flexibility to permit freedom of experimentation.

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3. The welfare of the group supersedes the welfare of the individual.
4. There should be a minimum of disturbance to the teaching process.
5. Although cooperation by the entire faculty is needed, the work required of the faculty ought to be cut to a minimum.
6. Teachers should be made as comfortable as possible in order that the teaching process may be enhanced.

Let us examine each concept separately:

1. *The welfare of the child should govern all decisions.* The purpose of education is to develop to the fullest extent the abilities and interests of the child. The program of a school must be built around this concept. The needs of the child can be investigated and classes formed to take care of these needs. Special abilities may be catered to. Courses for the bright, for the slow, for the normal should be inaugurated. A full discussion of such courses will be taken up later on.

2. *The welfare of the group supersedes the welfare of the individual.* The ideal situation would be to permit each pupil to take the subject best fitted for him, but budgetary allowances prevent the formation of classes with too low registers. As teachers are assigned on a per-pupil basis, we cannot form too many classes with low registers since that would mean that other classes would have to be formed with correspondingly high registers. The needs of the few must give way to the needs of the many.

3. *There must be sufficient flexibility to permit freedom of experimentation.* Any system should permit free experimentation within budgetary allowances, subject to the consent of the principal and the curriculum committee.

4. *There should be a minimum of disturbance to the teaching process.* Here the needs of the individual and the needs of the group may come into conflict. This will be discussed more fully later under "program advising." However, this principle should be followed: the new term should begin as quickly as possible and teaching should continue until the last day before examinations. Anything which interferes with an early start in the term or causes an early finish at



the end of the term should be corrected. Effective teaching cannot take place where confusion prevails.

5. *Although cooperation by the entire faculty is needed, the work required of the faculty ought to be cut to a minimum.* The ideal situation would be for the Board of Education to assign to each school an efficiency expert, with a clerical staff, to run each school. In the long run, this would pay dividends, because it would enable each teacher to concentrate more fully on the teaching process and the individual needs of the pupils. As this is not feasible at the moment, a centralized system of programming, with sufficient teacher help, will relieve the individual teacher of most of the clerical work required for programming. However, the teacher should be ready to cooperate fully during the infrequent intervals when called upon to assist.

6. *The teachers should be made as comfortable as possible, in order that the teaching process may be enhanced.* In return for teacher-cooperation, the program committee could see that the program does not oblige a teacher to teach too many consecutive classes, should keep teachers in the same room, so far as possible, and if a teacher must "float" because of crowded conditions, the teaching rooms should be near each other. Even after the term has begun, if program changes of teachers' programs occur, necessary room changes should be made to effect the above.

The six principles enunciated above are general principles in program making. Like many educational theories, they can remain only words. Too frequently principles remain theories, far different from practice. However, I think it is possible to put the above theories in practice and to follow each principle stated above within budgetary limits. How can this be done? From this point on, the explanation must become technical to a large extent.

I do not claim that the devices I mention are the best. No doubt, each school can furnish a device which is superior to some of those cited. However, I hope that the description of the methods used at Lincoln will create sufficient discussion to teach all of us new ideas, new methods, new procedures which will help create smoother-running organizations in our secondary schools.

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COLLECTING STATISTICS. Before describing the first step of programming used at Lincoln, I should like to say that the 1947 methods are as different from the 1930 methods (the date the school was opened) as a 1947 model car is different from the 1930 model. The methods described run from the age of one year to the age of seventeen years—the age of the school. It is our philosophy never to be satisfied with the job done and to search for improvements, with the result that each term something new is added. The various steps of programming which will be discussed will consider only the latest or present devices used. We shall not discuss the history or development of the various steps leading to the present system.

When does a programming job begin? Our faculty gives out books and begins teaching the first day that classes meet. We equalize classes the third day and the equalization does not create too great a disturbance, because of our method of handling program cards. Two days after this first equalization, we have a second minor equalization to smooth out rough edges. At the end of this time the school is theoretically returned to the principal. The next day, the seventh school day, the program committee starts thinking of the following term.

Because we have a centralized program system, our estimates are made entirely in the program office. To do this, we must have experience tables of various kinds, tables which permit us to prognosticate correctly. Our first step is to bring these tables up to date by collecting the data of the job just completed. Below is an outline form of the methods used.

## STATISTICS COLLECTED

## I. New Admissions

## A. Elementary Schools

1. The % of the graduating classes (of the schools feeding us) admitted to Lincoln (The number of pupils in their entire graduating classes is given at the end of each term.)
2. The number of pupils from miscellaneous areas admitted
3. The percentages of new admissions electing French, Spanish, Hebrew, Italian, Latin, and business practice
4. Percentage of boys and girls admitted



B. Junior High Schools

1. The % of the graduating classes (of the schools feeding us) admitted to Lincoln
2. Number of pupils from miscellaneous areas admitted
3. Percentage of boys and girls admitted
4. Percentage of the various subjects elected by junior high school pupils

II. Progress Grades

- A. Number of pupils by progress grade, course, and sex, at end of previous term (before graduation)
- B. Number of pupils by progress grade, course, and sex at end of first month of new term
- C. Total number of graduates of previous term as compared to size of graduating class
- D. % decline in registration month by month

III. Subject Class Registration

- A. The theoretical numbers of pupils requesting every subject and grade as summarized on the first option card made out by pupil (This card is filled out about the seventh week of the term and subjects are elected on the assumption of a pupil's passing all present subjects.)
- B. After the reorganization report is completed, the actual number of pupils in each subject and grade is compared with the theoretical number mentioned in A.

The above statistics have been collected for many years, in some cases since the school was organized. Thus, we have ample experience tables to guide us in prognosticating future conditions without calling upon the teachers, supervisors or administrators. We do not ask teachers to prognosticate success or failure of students by means of plus or minus devices or other devices. The teaching process is left undisturbed at all times.

NEW ESTIMATES. On the basis of the findings above, we arrive at our estimates for the new term. The best way to describe this is to show step by step how we arrived at the figures for the February, 1947 term. The estimates in Step 1 and 2 were made during the first month of the term—long before actual applications were received from elementary schools and junior high schools. The subject

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class estimates were completed just after the mid-term examinations, at which time the master chart and other work involving this chart were begun.

Step 1—New Admissions			
A	School	Estimate	Actual Applications
	P.S. 100	60	63
	209	30	43
	216	35	44
	225	100	95
	238	40	27
	Scattering	25	33
	Total Elem.	290	305
	J.H.S. 128	60	47
	234	55	45
	239	160	166
	Scattering	10	25
	Over-age from J.H.S.	5	7
	Total J.H.S.	290	291

B Electives and Courses of New Admissions

(1) From Elementary Schools

	Estimate	Actual Number
Boys	130	145
Girls	160	160
French	60	48
Spanish	90	93
Hebrew	20	22
Italian	10	15
Latin	25	16
Math.	15	18
Business Practice	70	93

(2) From Junior High School

	Estimate	Actual Number
Boys	130	135
Girls	160	156
Academic	200	206
Commercial	90	85
Spanish 3	70	47
French 3	100	124
Biology 1	280	260
Mathematics 3	170	170
Bookkeeping 1	70	60
Stenography 1	65	73
Typewriting 1	65	73
Clerical Practice 1	18	9

Some of electives showing an appreciable number.



# HIGH POINTS [May, 1947]

## Step 2—Register Estimate

Register 9/46 .....		
Discharges Over Admissions 9/46—1/47.....	230	4,598
Graduates .....	418	
	—	648
Admissions (Estimated) (290 + 290).....		3,950
		580
Register 2/47 .....		—
Discharges Over Admissions 2/47—3/47.....		4,530
		90
Estimated Register 3/31/47 .....		4,440

## Step 3—Subject class estimates

Before we begin this, we draw up the following chart.

Dept.	No. of Teachers	Total Classes	Less Sup.	Adm.	Net	Actual	To Cover	Help From
English	28	140	4	8	128	127		
Social Studies	21	105	3	4	98	92	1 Ac.	French—1
French	9	45	3	1	41	27	1 Soc. St.	
Hebrew	1	5			5	7		
Spanish	7	35			35	36		
Italian	1	5			5	8		
Latin	1	5			5	7		
Mathematics	14	70	2	6	62	61		
P. S.	9	45	2	2	41	37		
Biology	9	45	2		43	46		
Accounting	9	45	2	3	40	41		Soc. St.—1
Secr. Studies	11	55	2	1	52	52		
Art	6		2					A. W.—2
Music	3							
H. Ed. (B)	8		1	1				
H. Ed. (G)	8		1	1				
Vocational	5						25	2 Art
	150		24	27				

Recommendations—Drop { 1 Social Study  
1 French  
Add { 1 H Ed.—Boys  
1 H Ed.—Girls

Leeway—1 English, 1 Social Studies, 1 Science, 1 Math.

The last three columns are filled in after our subject class estimates are completed. The leeway is kept until the estimated figures

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become actual figures at end of term before programming, when we see where classes are needed most. Other changes are also made at that time. Occasionally we keep the leeway until the first week of the new term when actual class registers are taken. The classes are then formed on the first day of equalization.

In showing how subject registers are estimated, I'll not consider every department. One representative department will be enough—the Mathematics Department, because it presents the various problems met in other departments. It has the sequential required subjects in Math. 1, 2, 3 as well as the elective subjects in Math. 5, 6, 7, 8, 9. The following chart is used:

	A Tally	B Adm.	C Total		D Changes	E %	F Est.	G Classes	H Av.
M 1	316	21	337	+		99.2	330	9	36.7
2	311	6	317	+		101.6	320	9	35.6
3	312	170	482	+		99.0	480	13	37.0
4	455		455	+		94.1	430	12	35.8
5	442		442	+		87.6	390	11	35.5
6	135		135	+		80.0	110	3	36.7
7	58		58	+		...	50	2	
8	20		20	+		...	20	1	
9	40		40	+		...	40	1	
				—					
									61

Column A—The actual tally of the option card filled out by pupils about the seventh week of the term. The card is filled out on the pupil's assumption that he is going to pass all subjects. This will be discussed more fully under the advising system.

Column B—Actual admissions as tallied from the application blanks. The first figure we use is the estimated figure described at the beginning of this section. This is changed when actual applications are received.

Column C—Self-explanatory.



*Column D*—This will be discussed fully in the next section when we describe our advising system. At present as a pupil changes his option card, which is filed in program office, the program committee keeps a running tally of such changes in this column.

*Column E*—This is the percent of the actual figures in the organization report over the tally of the previous term. We use the average percent of the last five terms. If a subject is peculiar to a spring or a fall term, we use the average percent of the last three corresponding terms. We do not wish to use figures more than three years old because conditions over a period of years frequently change.

*Column F*—The product of Column C and E.

*Column G*—The estimated number of classes based on figure in E.

*Column H*—The average used for the estimate.

All columns with the exception of "D" are completed about a week after the mid-terms when we begin drawing up our master chart. However, before discussing the master chart, we must see how the advising system fits into the program work. Unless properly fitted in, an advising system could easily destroy the third and fourth concept set down in the beginning of this article—concepts necessary for a good programming job.

**PROGRAM ADVISING.** The effectiveness of an organization frequently depends upon the type of advising given the pupils. The perfect system would enable each pupil to hold a conference with an adviser during the term, and a second interview at the end of the term, after the marks have been sent in. The adviser and the pupil could then select a program based on the pupil's success in his studies. This would require a large staff of advisers, something which our budget-makers do not permit. The program must be organized around the limited advising service we can give our pupils.

What part should advising play in the program work? In one school, after the term has begun, the welfare department, including the grade advisers, begins adjusting pupils' programs. The result is that classes cannot get set for many weeks. This is the extreme case, where the needs of the individual supersede the welfare of the majority. Individual adjustments are necessary in a large school system, but any advice given at the beginning of the term can just as well be given the previous term. A system of advising should work well during a term. It should have the following aims:

1. *To develop responsibility in the pupil, so that the selection of a program may become an intelligent choice by the pupil, rather than a haphazard guess or gamble.*
2. *To acquaint pupils with the electives offered by the school, as well as the subjects and groups required for graduation.*

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3. *To give pupils an opportunity to select a program for the new term, with sufficient time for them to make changes. Pupils should be taught to make changes before the new term begins. They should be given the opportunity to change their programs in case of failures, but again, these changes should be made before programming begins. Advisers' recommendations for changes should be made to take effect the following term, so far as possible. Exceptions to this rule will be mentioned later.*

To show how to reach these objectives I shall outline the various advising devices we use at Lincoln.

**THE LINCOLN PLAN.** The heart of our system is our grade advising set-up. We use the "vertical system" of advising, in which each grade adviser is responsible for pupils of each grade. We have five grade advisers, and each grade is divided into five parts—one part to each adviser. For the most part, the pupils assigned to a grade adviser remain with him from the time of assignment to the date of graduation. Advisers begin interviewing pupils at the beginning of the term. They start with pupils in P.G. 8, checking their programs for graduation. This is one place where changes have to be made immediately, so that pupils who are eligible may graduate during the current term. As all grade advisers are interviewing seniors, this can be done fairly quickly before the term has advanced too far. Because of proper training during the early terms, the number of changes required is very slight.

After all the seniors have been advised, the grade advisers work their way down through P.G. 7, P.G. 6, etc. Usually, they reach every pupil through P.G. 5 and frequently some in P.G. 4. It is unfortunate that because of numbers, all pupils in the school are not reached. A more liberal allotment of teachers could take care of this. However, we minimize this weakness to a large extent by group advising, the purpose of which is to teach pupils responsibility. This also will be explained later.

Our second group of advisers consists of the two deans and the three welfare teachers. They handle the more serious cases of pupils who need special attention and who may require program adjustment at any time. These pupils furnish our second group of exceptions to the rule—that recommendations for program changes should take effect the following term. But even in these cases, the number of such changes is very small, because the welfare department selects



the programs for these pupils at the end of the previous term, so far as possible.

**THE PROGRAM COMMITTEE'S JOB.** We now reach the function of the program committee in the advising system. The purpose of this work is purely educational, that is, to educate the pupils in responsibility so that the aims listed above may be reached. The first step in this work is to ask the pupils to fill out a work sheet (Form 1) about the sixth or seventh week of the term. The only purpose of this work sheet is to start the pupils thinking about the next term's program and to emphasize the program pattern required for graduation. In order to help new pupils understand this work sheet, the program chairman and his assistant visit each civics class and hold after-school meetings with each junior high school class, in order to explain the procedures used in our school and the rules which must be followed, the meaning of requirements and subject grouping, and the program pattern required for graduation. We also show pupils typical academic and commercial programs, and answer a hundred and one questions that are usually asked. This work is done the week before the work sheets are made out by the rest of the school. These pupils complete their first work sheet at these meetings under our guidance. We have found these lessons extremely effective and of lasting value.

When work sheets are made out, we emphasize that the program elected is tentative and may be changed at any time before the set deadline. The deadline date set is usually a week and a half before the Regents' examinations. The prefect teachers keep the work sheets on file for a week, at which time pupils fill out their program cards for the new term. This is a copy of the work sheet. The program cards and work sheets are then filed in the program office, where the committee summarizes all cards in order to obtain the tally mentioned previously. At the time the program card is completed (one week after the work sheets are made out) we again emphasize that programs elected are tentative and may be changed at any time up to the deadline date. We emphasize, however, that any change made must be made by the pupil in the program office. The grade advisers interviewing pupils all term recommend changes and notify the program committee of all such recommendations on a special form. A running tally of all changes is kept by the program committee in column "D" of the chart mentioned in step 3 of this article, the

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chart showing how we estimated the number of mathematics classes for this term. The percentages in column "E" have taken care of all such possible changes.

Another device used to help pupils with advice, and to reach students who may not be interviewed by grade advisers, is a weekly visit to certain classes by the five grade advisers and the two permanent members of the program committee. We have four assemblies—two meeting each week. The classes not attending assembly in a particular week have a double period in the classroom during that week, the second half of which may be supervised study. The visits are made each week during that second half of the double period. Each adviser visits two subject classes each week, after the program cards are completed, to answer questions, to explain once again the program pattern (required subject groups, etc.) required for graduation, and to emphasize the deadline date for changes. In this way, we see every pupil in the school and add another device to reach the objectives listed above.

In order that junior high school pupils may enter the picture, the program committee visits each of the three junior high schools feeding us, about two months before the end of the term, and the pupils in those schools make out cards under our direction. We give these students the privilege of changing these programs by permitting them to notify us by postcard of any desired changes, but they also must meet the deadline date. Elementary school pupils have set programs with one elective, and this elective is listed on applications for admission sent to us.

All the foregoing devices keep the pupils thinking about their future program for about three months. Because of the many ways in which we reach them, we find that they do a very intelligent job in electing their programs. However, since programs are selected on the assumption that a pupil is passing all subjects, and since marks in our school are not entered on the term records until the end of Regents' week (for both Regents and non-Regents subjects), we have to make adjustments for pupils who fail subjects after the deadline set. We meet the problem in this way.

A week or two after the second third marks are in, the subject teachers are given copies of the failing notices, shown in Form 2. These notices are given by the subject teachers to all borderline pupils, who fill them out and file them with the subject teacher. The subject-teachers keep them until the end of the term. In non-Regents



classes, the slips of failing pupils (all others are destroyed) are given to the program committee the last day before Regents. In Regents classes, they are given to the program committee on Friday of Regents week. The program committee makes the required program changes before programming, keeping the tally on the estimate sheet (column D) as above.

The grade advisers do not have the opportunity of checking the choice that the pupils make on the failing slips because we do not ask the subject teachers to decide on failures until the last possible moment. There is therefore no time for the grade advisers to check the many slips. However, because the students have been taught, term after term, to understand the program pattern required for graduation, we have found that their choice is well made. Where the choice makes it impossible for them to complete the necessary groups, changes are made during the first week of the following term. We have had remarkably few such changes.

In this way, we keep our advising system working to the last possible moment. We have found that these failure slips have an excellent psychological effect on the borderline pupils. The better pupils who do not receive these notices know their marks depend upon continued effort.

We use one more device to assist the pupil in the correct choice of subject. Where a pupil applies for summer study at the end of June, he files a card with the program committee. This card gives the committee the program change needed if the summer subject is successfully completed. This change is made before school begins in September.

We feel that the advising system is an integral part of the program job, because only in that way can we commence a new term quickly and efficiently for the benefit of the entire school.

Our teaching begins quietly, without confusion, on the first day classes meet and teaching continues until the last day before Regents examinations.

**THE MASTER PROGRAM.** We are now ready for the formation of the master program chart. From many points of view, the building of the master program is the easiest part of the program job. Once figures are collected, estimates are made, and the number of classes required for each subject set, the distribution becomes a simple matter, depending on the available rooms, available teachers, and available pupils.

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DISTRIBUTION CHART

Available Rooms	Pd.	1	2	3	4	5	6	7	8	9	Total
Eng.		16	17	14	13	12+(3)	13+(2)	14+(1)	14+(4)	+(4)	127
Soc. St.		12	12	9	10	9+(3)	9+(1)	11+(0)	9+(4)	+(3)	92
French		4	4	3	3	3	3	2	4	+(1)	27
Hebrew		1	1	1	0	1	1	1	1		7
Span.		5	5	4	4	3+(1)	4	5	4	+(1)	36
Italian		1	1	1	0	1	2	1	1		8
Latin		0	1	1	1	1	1	1	1		7
Math.		9	9	7	7	6	7	6+(1)	7+(1)	+(1)	61
Ac.		6	6	5	5	4+(1)	3+(2)	4+(1)	3+(1)		41
Sten.		3	3	2	2	2	2	2	2		18
Total											
60 Regular Rooms		57	59	47	45	50	50	50	56	10	424
4 Type.		4	4	4	4	4	4	4	4	+(2)	34
10 Science		10	10	10	10	6+(4)	9+(1)	9+(1)	5+(5)	+(3)	83
5 Art		5	5	4	5	4	4	4	5		36
2 Music		2	1	2	1	2	2	1	1		
Hygiene		2	1	2	1	2	2	0	3		
Vocational											
4 Subjects		3	4	3	3	2	2	4	3		
Minor											
Groups		14	15	15	14	14	14	14	15		
Total											
Groups		93	97	83	81	84	84	86	93	15	
L-Prefects					12				1		
Vacant Room { Regular		1	0	11	2	8	8	10	2		
{ Special		1	1	2	2	3	3	2			

\* Minor groups include Music and Hygiene but not Art. Total groups do not include Music and Hygiene numbers.

Our first step in this work is to set our distribution for each department in the manner shown in the chart on this page. Because of lunch periods, the number of class periods 3-7 is necessarily smaller than those in periods 1, 2 and 8. An overlap session for about 500 pupils (entire P.G. 1 plus half of P.G. 2), who come in during the fourth period for their prefect classes and have a solid program of five periods, necessitates the use of a ninth period for about thirteen or fourteen classes. The numbers in parentheses show the number of classes for this late group.

Classes requiring special rooms, science classes, shop classes, etc., are limited by the availability of these rooms.



This leads us to step three, the formation of a master program for major subject departments. Ordinarily, this would be very simple since all that would be required would be to follow the distribution set in the chart above. However, the need for special classes complicates the work to a large extent.

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by obtaining the maximum distribution of classes catering to a particular grade, and particular type of pupil. Where we guessed wrong, we were able to make the correction because of a method of handling these classes, before programming, a method which will be described in the next section.

**SPECIAL CLASSES.** As every program chairman knows, the programming of special classes is the most difficult part of the programming job. They are the first sections which must be entered on the program card because of their inflexibility. Where there are many such classes in a school, several of them are bound to be on the same program card. No matter how carefully the classes are set up, conflicts will occur. The problem which confronts the program committee is how to keep these conflicts to a minimum and how to find the simplest method of entering the sections of these special classes on the cards.

Originally these cases were handled by lists, but as the number of special classes increased, the lists became too cumbersome and difficult to work with. We experimented with an individual card and this eventually evolved into the following form:

Last Name	First	Prof. Rm.	P.G.
LEAVE THIS SPACE BLANK			
Subject to be Elected	Term	Assigned To	Section
Pupil's Signature		1. Conflict with	
Teacher's Signature		2. No Card 3. Senior	
FOR HONOR PUPILS, ENTER 2ND		4. Ineligible	
We fill out		THIRD MARK HERE.....	

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each program card on file to discover every special subject class elected. They examine the cards several times, each time searching for the special classes of a particular department. A "subject-election" card is made out for each special subject elected by the pupils.

After the second-third marks are in, the chairmen give the program committee individual cards for each pupil recommended for honor classes, slow classes, and other types of special classes they wish to have formed. Advisers of special activities such as the school publication, varsity show, etc., as well as those in charge of administrative and departmental offices also furnish cards asking for the freeing of certain pupils at certain times. Deans file cards for pupils who must leave early on account of employment or other personal reasons. When all cards are collected, we have approximately 8500 cards.

As soon as all cards are collected, the sections set in the master program are entered on each card. A record of such classes is made as follows:

Math.	Register	Changes
171G	36	+
221V	23	+
261G	37	+
371H	36	+
441H	41	+
521H	35	+
571H	35	+
661R	27	+
741	26	+
761	26	+
851	19	+
081	40	+

These cards are now assorted by prefect rooms and each prefect group is alphabetized. Each pack is then checked to be sure that

## PROGRAMMING

pupils who have more than one special class have no conflicts in their programs. Since many special classes have more than one section, many conflicts can be dissolved immediately by a change of section, and the record of such changes is kept in the "changes" column above. When it is discovered that a bad choice of period has been made for a particular class, a switch in the complete section is made to eliminate the conflicts involved. This can be done because all this work is being completed before the real programming job is begun.

The "subject-election" card system has proved extremely effective because of the flexibility it permits. In spite of the large number of cards that have to be handled, it has been possible to program more than 99% of these subject classes without conflicts. The conflicts that are found usually exist where pupils elect a special subject such as band, orchestra, or public-speaking as their sixth subjects. For the regular program, fewer than one half of one percent of these cards are impossible to program.

**PROGRAMMING.** The final step in all this work is the actual programming of pupils. This is begun during Regents week and is completed the week after Regents week. The marks in the minor subjects (art, health education, music, hygiene) are entered on the term records the week before Regents week whereas all other marks must be entered by noon of Friday of Regents Week and transcribed on program cards by 2 P.M.

The following is the schedule of programming:

### A. Regents Week

1. Correction of grades of non-Regents subjects, because of failures, as shown on the failure slips filed by subject teachers. A record of all changes is kept in column "D" of the estimate chart and in special class registers where they are involved.
2. Transcription of special classes from subject-election cards to program cards. It usually takes a half day to handle the 8500 cards.
3. Programming of health education, music, and hygiene. (These subjects are graded.)
4. Programming of lunch periods. So far as possible, we try to have lunch follow health education.
5. Programming of art.



6. Programming of elementary and junior high school cards.
7. On Friday (after 2 P.M.) correction of program cards because of failures in Regents subjects according to slips filed by subject teachers. The tally of all changes is kept. At this time prefect teachers average pupils' subjects to decide who may have 5 majors.
8. Correction of all program cards to include proper number of majors. Fifth majors are dropped, when necessary, by the program committee.

#### B. Post-Regents Week

Because a running tally is kept, the final registers of all subjects are available. Before programming begins, the master program is adjusted to the changes caused by the previous changes. Although the original percentages used took into consideration the probable changes that would occur, occasionally a large increase in the failures, over previous terms, causes a situation where we need additional classes in a particular grade. Since this is usually accompanied by a drop in the register of a corresponding grade, either an adjustment is made, changing one subject such as Math 3 to Math 2, or the leeway which still exists in the departmental program is used. In Math, we actually changed a Math 7 class to a Math 6 class and used the leeway by assigning a Biology class to a Math teacher who also had a Biology license.

The departmental programs are given to the chairmen at the beginning of the final month and the programs they draw up are on file in the program office. Thus, a required adjustment is fitted into the departmental programs to avoid too many preparations for a teacher and to follow the chairman's recommendations as to grades of work as closely as possible.

With the final master chart completed, the cards are then programmed into final sections. The subject method of programming is used—that is, one department is programmed at a time. Although this requires greater handling of the cards, the gain in control of registers is so great that classes are fairly well equalized while they are being programmed. The order of subject programming depends on the flexibility within a department. We begin with vocational subjects, then go to secretarial subjects (because of double periods used in transcription classes), accounting subjects, physical sciences,

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languages, biological sciences, mathematics, social studies, and we end up with English. With all the preliminary work completed, this last bit of work is fairly simple.

The cards are completely programmed, the entire faculty transcribes the program card from the working half to the pupil's half of the card, and we are ready for the new term.

**CONCLUSION.** I have attempted to give a picture of the work done in organizing the Abraham Lincoln High School each term. The following is an approximate summary of the schedule we follow:

Week 1—Equalization of classes for the current term.

2-6—Collection of statistics for experience tables.

Organization Report for Board of Education.

Checking of irregularities in pupils' programs. (Prefects report to program committee all cases of incorrect grade or cases of too many subjects on pupils' program. This is checked, and corrected by the program committee.)

Group meetings with civics classes and junior high school pupils.

Week 7-8—Completion of pupils' work sheets and pupils' program cards.

9-10—Summarizing of program cards.

11-18—Collecting and checking data for reorganization of prefect classes. The actual reorganization is done by a separate committee.

19-20—Programming.

**END-TERM WORK.** It might well be asked, "How many teachers are assigned to the program work?" The permanent program committee consists of two teachers, the chairman, who has an allowance of three classes, and an assistant with an allowance of one class. The duties of these two are not limited by the program work and advising work described above, because the chairman also acts as assistant to the administrative assistant and has many other duties during the term. His assistant, therefore, has a large portion of the program burden and responsibility. When the program work begins during Regents week, a committee of approximately fifteen teachers assist. They work during that week and continue until the new term begins. Their only allowance for this is freedom from proctoring examinations during Regents week. They are responsible for all their own clerical work. Because of the short time permitted for reorgan-



ization in the fall term, the committee works from eight A.M. to ten P.M. on Monday after Regents Week and completes the job about four P. M. on Tuesday. The night work is found unnecessary in the spring term. The committee works in shifts—some people are on duty from eight A.M. to one P.M. and others from one P.M. to six P.M. A third group works from six P.M. to ten P.M.

In order that the new term may begin promptly, three teachers in addition to the permanent program committee are excused from classes during the first week of the term. They assist in handling the hundred and one details that must be taken care of at that time. On the two equalization days, about seven other teachers are assigned, since it is impossible to equalize all classes in one day without a sufficient number of teachers to visit all the necessary classes. The rest of the faculty cooperates by covering the classes of the teachers excused for this purpose. The advantages of starting a term without delay make up for the additional work required of the faculty during the first week.

We feel that we come close to the objectives set. We sincerely hope to learn from others how to improve on our methods and thus come closer to the ideal programming job.

Form 1

ABRAHAM LINCOLN HIGH SCHOOL

Gabriel R. Mason, Principal

PUPIL PROGRAM WORK SHEET

JUNE 1947  
Term Ending

Last Name	First Name	Room	Course
<i>Present Program</i> (WRITE LETTER "R" after name of subject which is being repeated.)			
<i>Subject Section</i> (Ex. Math. (R) 472)			
1. English	.....	My tentative program for next term is. (Assume the passing of all subjects.	DISREGARD SUMMER STUDY)
2. ....	.....	1. English	Grade
3. ....	.....	2. ....	.....
4. ....	.....	3. ....	.....
5. ....	.....	4. ....	.....
Art	.....	Art	.....
Music	.....	Music	.....
H. Ed.	.....	H. Ed.	.....
Hygiene	.....	Hygiene	.....
<i>Note</i>		If I am entitled to 5 subjects next term, I should like this subject to be .....	
<i>Required for graduation</i>			
8 terms of English			
1 term of Civics			
2 terms of Mod. Hist.			
2 terms of Am. Hist.			

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1 term of Economics (to be taken with or before A. H. 2)

In addition to the above, the following groups must be completed.

A) One three yr. group

B) One two yr. group

C) One two yr. group

A & B groups must be

Language, Math., or Sci. for Acad.  
Sten. and Type. or Book. for Commercial.

D) Four additional subjects not included in Required subjects or groups A, B, C. (Commercial Law must be one of the four subjects for commercial pupils.)

The above program will be copied on the program card next week. When doing so, put a circle around the 5th subject listed here.

PROGRAM RULES

1. COPY TENTATIVE PROGRAM IN NOTEBOOK

2. CHANGES IN TENTATIVE PROGRAM CAN BE MADE ON OR BEFORE WED., JUNE 4

3. NO CHANGES AFTER WED., JUNE 4

I have read and observed the program rules.

Signature of Pupil

Signature of Parent

I have checked the above to see that the program rules have been listed.

Signature of Prefect Teacher

Form 2

ABRAHAM LINCOLN HIGH SCHOOL

Gabriel R. Mason, Principal

Pupil	Prefect Room
Check one	
1st Failure	If I fail in .....
	enter subject and grade
	check (a) or fill in (b)
2nd Failure	(a) I wish to repeat it:.....
	or
	(b) I wish to drop it and replace it with: .....
<i>Note: Second failures must be dropped except failure in English and Social Studies.</i>	If there are 5 majors on my card, I know I must drop one.
	Drop .....
	Subject teacher's signature
	Pupil's Signature



## For Whom is Education Real?

EDWARD REICH\*

This little homily was precipitated by *The Quiz in a Mathematics Assembly Program* in the March, 1947, *High Points*, by Mr. Benjamin Braverman of Seward Park High School, with whose assembly program and mathematics no one dare quarrel. The spirit of the content of secondary education, after a fashion, parallels the spirit of the content of this assembly program, and that's a *casus belli*.

We have fixed pretty rigidly the content and order of the curriculum and have thereby given the secondary school program enormous rights over the lives of our pupils. The issue is this: has this enormous right been matched by an equivalent responsibility for pupil realities? Again the criticism is not of *superb* teachers and teaching skill; the criticism is of *what is taught and why*. There is more than a specious difference between education in organized and intelligent thought and education in organized and intelligent living. The former is much simpler than the latter. And so long as we don't ask, "For whom is education real?" we're safe from disturbing our sublime peace. Education remains real to *us*. It's not real enough in terms of organized and intelligent living. Why?

### Here is the charge. How do we plead?

1. Our curriculum does not grasp the utter distinction between the consumer and the producer on the intellectual level, in courses of study, in syllabi, in the classroom.
2. Our personal training as intellectual *producers* blinds us to the needs of folks not similarly concerned or with a different set of reflexes and complexes.
3. The consumer does not *have* to eat the Venerable Bede's type of diet to live to a healthy old age. He gets better value from Henry C. Sherman today. He doesn't *have* to know much about the Egyptian's clothing to buy himself a suit. He can make toast without Ohm's law and take a bath without Archimedes' principle. We refuse to see that.
5. The consumer's biggest yen is for leisure time activities. He has boundless (and momentary) curiosity for discrete details,

\* Consumer Education, Board of Education, New York City.

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boundless capacity for pleasure and boundless hatred for boredom.

6. Man, the *producer*, wants to make money—period. Few people like the way they're making it. Manna from heaven would be welcome any time. Why? And doesn't the answer give even more insight into man the consumer?

### We Live as Consumers and Producers

If Mr. Braverman won't mind, we'll use his subject as the whipping boy.

Mathematics, for instance, serves two practical purposes.

1. Some of it is definitely needed by every living human being—not to live, but to live *intelligently*. (Education for mere "Living" is of questionable virtue.) Education to live intelligently is strictly *use* education, education in practical choice-making.
2. Much more mathematics is definitely needed in a few professions and businesses—in some more than in others. Here it possesses a *producer* value. And, of course, some mathematics has the "How-many-angels-can-dance-on-the-point-of-a-needle" value, charming, but generally useless, except as a leisure-time activity, and that's important.

Despite millions of words that have been written about making education preparation for life or co-terminous with life, and despite all the good sentences to which the devout teacher can point in syllabi and plan books, there is a vast amount of confusion between items 1 and 2, plus a refusal to appreciate the existence of leisure-time activity in his sacrosanct field. This is what is generally helping to undermine all education. It's driving off the customers, especially those below 100 I.Q.—or 80% of the total—and in the absence of producer-consumer clarity, it helps to perpetuate false standards of value for the "educated" man.

### Langley Collyer Lived Out Education

There is no contention in this article that the mathematics course, or any other in our high schools, is patterned on the mathematics quiz at Mr. Braverman's assembly, but what a "horrible example" of what's wrong with current education! Current education is a



grandiose refinement of the cultural activities of Mr. Langley Collyer of Harlem Mansion fame. We've accumulated an enormous pile of wonderful and undoubtedly once useful materials, stacked them high to the educational ceiling and organized them by alleys, and mined them with booby traps. Our insight has been nefarious; our choice-making skills wonderful for the world pupils don't live in. What hurts is that we folks of intellect have done it to our intellectual homes. We wander and lead wanderers through our private maze until we or our pupils spring our own booby traps. Add up our "readings," textbooks, and classroom activities, and we have a museum, not better living.

### Life Never Looked Like This

Let's ask ourselves how much of secondary school work resembles in usefulness these questions from pages 66-7, *High Points*, March 1947.

"2. In your bureau drawer there are 10 blue socks and 16 grey ones. If you reach into it in the dark, how many socks must you take out to be sure of getting a pair that match?"

The answer is 3. Correct.

How unreal the answer actually is in terms of experience can be gauged by the simple question: "If it was really so dark that the poor fellow couldn't tell a blue sock from a grey one, why not turn on the light?" (Yes, of course, the fuse was blown, etc. etc. Then teach him to repair the fuse. He needs the light more than the socks.) How many more "correct" answers possess similar insights. But worst of all, what potential contributions to practical living are we *omitting* because we are obtuse to essential reality, because our curriculum, syllabi and what nots are "overcrowded" as is?

Or take item 3.

"Two balls, one of iron weighing 5 pounds and one of lead weighing 1 pound, are dropped in a tube from which the air has been eliminated. Which will reach the bottom of the tube first?"

Galileo gave science the answer. Weight isn't a factor. Fine. But who is going to drop an iron ball or a lead ball into a tube from which air has been eliminated? And if both were to fall either at the same time or at different times what major catastrophe would occur to the arithmetic (or anything else) of the student? It's excusable only as leisure-time lolling, but how much science is foisted on the

poor "consumer" as a must that has similar significance, while what he needs to live wisely is beneath the dignity of sacrosanct "whatcha macallits." And how is great Science organized for the consumer, who will use it in the kitchen, on a car, in the cellar? As it is for the specialist-to-be in nuclear fission?

Item 4—"How long will it take to cut a 50 yard strip of cloth into 1 yard lengths at one minute a cut?"

Answer: 49 minutes.

Who wants to know, and in view of the answer, what difference does it make? Look at the standard of values implied. But how many English questions are its subcutaneous relatives? What happens to so many lines of good old Shakespeare? What happens to the philosophy of life of most of our supervisors, teachers, and pupils in consequence of a host of similar sublimities?

Item 5—"A problem that used to bother our grandparents a good deal and still bothers a good many younger folks is this: A bottle and a cork together cost \$1.10. The bottle cost \$1.00 more than the cork? What did each cost?"

If this problem really "bothered" anybody the reason was that the poor fellow was a neurotic. Encouraging further concern with similar trivialities helps to make education what it is. It breeds a variety of choice-making skills, that can only be deplored. How much more important to the consumer's daily life are a thousand similar math examples, chemistry formulas, and a variety of experiments in the sciences, and again what must be omitted to make room for such materials? Or what can't get in to Collyer's mansion after a certain point? Answer: *Life itself!*

Item 6—"A frog is at the bottom of a 30 foot well. It climbs up 3 feet each day, but unfortunately for the frog it slips back 2 feet each night. How long will it take the frog to get out of the well?"

Answer—28 days.

While frog lovers everywhere may be deeply concerned with this problem, generally speaking the frog will get out in much less than 28 days without any knowledge of the arithmetic involved. How much mathematics would *your* students need to get out of that well? How often are we deceiving ourselves on the *real* value of what we're giving pupils in terms of wise, constructive living? How often have we *used in living* what we're using to *make* a living. And yet we want to foist this *producer* information on all people.



Item 7—"A man traveled 100 miles south, then 100 miles east, then 100 miles north, arriving, upon the conclusion of his trip, at the place from where he started. This traveler met a bear on his trip. What was the color of the bear?"

Answer: The bear was white.

To the best of our knowledge not one of the two billion folks on this earth has yet had this experience. It's not that we're opposed to this kind of playing. It's that we're guilty of mislabeling it (in parallel classroom activities) "education." Our classes are not composed of 18th-century young gentlemen who have the simple country-squire life ahead. Our kids have to cope with tough problems in daily living. Our kids have to become finished urban personalities, healthy and happy citizens, fathers, mothers, homemakers, tradesmen, and each is a mighty clear job to which we're making a very modest contribution.

Item 8—"A brick balances evenly with  $\frac{3}{4}$  of a pound and  $\frac{3}{4}$  of the same kind of brick. What is the weight of the brick?"

Answer—3 lbs. (solved algebraically)

An extraordinary situation to say the least. It might be solved more simply by just weighing the brick directly! How much of our "education" solves simple things by the most profound and indirect method. Has anybody ever calculated the tons of books written on how to handle failures in subject matter, low I.Q.'s, etc? Has anybody ever thrown out the subject matter?

Item 9—"The rear wheel of a wagon is 28 inches in diameter. Its front wheel is 14 inches in diameter. The larger rear wheel makes 720 revolutions in going 1 mile. How many revolutions will the smaller front wheel make in going the same distance?"

Well, what do you know? Just the thing you see around every day! And who knows but that a life may depend on it! In law courses, for instance, the horse gets into the problem when he dies pulling that wagon before and after the offer to buy him is mailed.

Item 11—"A man 7 feet tall takes a trip around the equator, traveling the entire length of the equator or approximately 25,000 miles. There is a fly on his head. How much more does the fly travel than the feet of the man?"

Not one man in the history of mankind, even if he is completely insane, will ever be involved in this problem, to say nothing about the fly, who undoubtedly would resent being dragged into such a problem. Is it at all possible that our "vested interest" in education

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has blinded us to the fantastic Golems into which we're breathing life?

Item 4, page 67—"How can the number 100 be written by using the same digit?"

Answer: 99 99/99.

What's wrong with writing the number simply 100? Again, we don't deny the existence of a challenge, but a challenge to what? How many compositions and math problems are first cousins of this item?

Item 8—"One of the oldest problems on record was solved by an Egyptian priest about 3500 years ago. Here is the problem translated into modern language. A number and its fourth make 15. What is the number? Let's see if you are as smart as the Egyptian priest."

Why should anybody want to be as smart as that Egyptian priest? And yet a school system of 850,000 kids is being *required* to be so smart!

Oh yes, I see the implications of these problems. Item 8 does get into engineering. It does help to discover the cost of goods, knowing selling price and mark-up. But even the *producers* never really see it the way we do in school and we're giving this to consumers.

## Education by Organized Specialization or by and for Alert Living People

We return to the original contention.

There is a basic confusion in secondary education that one hundred Harvard, N.E.A., and other reports can't eliminate until education becomes acutely conscious of the physical bifurcation of urban civilized living. The intellectual content of our curricula is marked by producer-consumer confusion, but life isn't. The intellectual content of the teacher is *producer* pretty generally, but it is not the same content or even in the same form required by the pupil. The answer to the question, "For whom is education real?" is: *Educational, to be real, can only be education for functional use by the recipient, to develop a skillful producer, to develop a skillful consumer of the physical and spiritual things around us.* Tradition has stacked the school high with content. We have made our choices with the breadth of the Library of Congress. It is no doubt idealism to seek to enrich every pupil to the point where he is an animated Library



of Congress in art, science, literature, and history, but the young fry don't generally want to tote the stuff around. They can't use it often enough, and they haven't many occasions (besides exams) to trot the stuff out for show. They're agin it. They're agin it in languages, in math, in science, in history, except among the docile upper I.Q.'s to whom it is a badge. They're agin our curriculum organization, which despite the most conscientious teacher, is subject-mattered (just as the colleges, which might be wrong, too, like it) not human-mattered. Science is organized by principle and therefore Heaven forfend that the curriculum in "Science" be organized by "Eating," "Clothing," "Building a Home," "Problems in the Kitchen," "Driving a Car," "Taking Care of Your House Plants." Heaven forfend that a pupil be required to take in high school a series of required living-centered *units* in the above, instead of general science 1 and 2, biology 1 and 2, physics 1 and 2, etc. There is only the historian's way to study history and the mathematician's way to study math, and producer or consumer be damned. Heaven forfend that history be merely a course in current problems based on the newspapers and magazines of our time, with the present "systematic" study of history a matter of reference reading, cleverly integrated with modern problems when necessary, not the other way around—as if history makers of our day aren't more important. But dead ones needn't be watched so closely anymore and can't be as controversial, of course. And history repeats itself.

Heaven forfend that an economics course begin with "Managing a Couple of Dollars" (yet the original meaning of economics is practically that) and wind up with "Making a Couple of Dollars."

And so on ad infinitum!

Yes, there is no doubt about the *producer* values in any subject for those whose future lies in the use of a subject for a livelihood. But for all of us it is less important to know the binomial theorem than how much orange juice, grapefruit juice, tomato juice, pineapple juice we should drink in order to get 75 milligrams of Vitamin C—and, equally important, how much will 75 milligrams cost in each case at prevailing prices. It's more important to know what a 100-calorie portion of corn flakes, bread and butter, meat, milk or anything else looks like, than what other way there is of writing the number 100, or even the mathematical reasoning which winds up in Q.E.D. We need more of those problems whose Q.E.D.'s wind up

in the skillfully chosen life. In fact a ton of machinery will solve our toughest arithmetic examples a few thousand times faster than the most agile mind. And while the universe may be a mathematical symbol arrived at by profound mathematical formulae, or propelled by a brand of historical dialectics, or wholly dependent on a chemical reaction, or just the lost chord, we had best organize man to enjoy heartily the riches of living and to live together towards his own goals. That means living scenes, not courses; areas of living, not subjects; wholesome living, not a Collyer mansion of "scholarship." It means developing a greater consciousness of the importance of choice-making as a skill in improved living; a development of standards of value in daily living.

At the moment, and before radical changes, it means to the individual teacher: "What am I *requiring* that isn't doing or can't do something significant for the daily living of the pupil?" "What am I *omitting* that the pupil requires to live better?" "What am I doing to clarify the choices a pupil has to make every day of his life on the things around him?" And, finally, for those of us who can, a prayer: "*Deliver us, O Lord, from the heavy, uneasy quiet and peace of our inner and shock-proof mausoleum, our organized bit of Learning. Deliver us from the wisdom of the Boston Latin School to the richer life of our times. Forever reunite us with the living; set us in their midst and give us that insight into men's lives that we may inspire wise choices in folks, that they may move from meaningful hour to meaningful hour. And, O Lord, doesn't toil in this vale of tears give all of us teachers the right to rise to Pisgah for a look at the Promised Land before we die?*"

### THE GOOD OLD DAYS

Long after the punishment of which I write (branks and gags) had been banished from American courts it lingered in various forms in American schools—as did the stocks, the penance-stool, and the whip. I have an example of a "whispering-stick," a wooden gag, provided with holes by which it could be tied in place, and which was used in a Providence school during this century (the nineteenth) as a punishment for whispering. And many a child during the past century had a cleft stick placed on his tongue for ill words or untimely words in school. Sometimes, with an exaggeration of ridicule, a small branch of a tree in full leaf was split and pinched on the tongue—a true pedagogical torture.

—Alice Morse Earle in *Curious Punishments of Bygone Days*.



## Basic Factors Underlying Good Attendance

FLORENCE D. TOWNSEND\*

There are two premises basic to securing good attendance: (1) *the school has a heavy responsibility to see that school work and school activities are made so worthwhile that the pupil will feel that he cannot afford to miss even a day, unless it is absolutely necessary,* and (2) *such administrative and attendance procedures must be set up by the school as will promote good habits of attendance and punctuality on the part of the pupils.* On the first premise I shall not dwell since that is a subject to which I feel sure principals are devoting much time and attention. The second premise—the setting up of proper administrative and attendance procedures—is the purpose of this paper.

I have had the unusual privilege this term of visiting a number of high schools to observe attendance procedures. It has been a very enriching experience. Everywhere I have found real interest in the problem of attendance and an eager desire to improve the techniques in use at present. Perhaps telling you what I have looked for in each school will be the simplest way of describing to you what I have found and what factors seem basic to good attendance.

PLANS NOW USED. The first question I have asked is "Who is in charge of attendance?" Schools divide on the answer into three general groups—(1) *schools in which attendance procedures are centralized in one person, frequently with teacher or with clerical help;* (2) *schools in which deans and grade advisers are mainly responsible for attendance follow-up;* and (3) *schools in which the home room or official teacher is expected to do most of the attendance work although in almost every school with such a set-up the help of the grade advisers may be utilized in varying degrees.* Each method has its advantages. When attendance is centralized under one teacher, the procedures seem to be more consistent and definite in that one person is responsible for seeing that all absence is promptly followed up, especially the intermittent absence of a day now and then—the way in which truancy begins. If we can reach the pupil when he first begins to absent himself from school, if the

\* Assigned to High School Division—in charge of attendance.

## ATTENDANCE

pupil knows that his every absence will be checked, and if we can adjust his problem, whatever it may be, before the problem is almost beyond help, we will have done a great deal to reduce real truancy. One person with an adequate time allowance, and with extra teacher help where necessary—for good attendance techniques take a lot of time—offers this consistent, immediate follow-up so basic to good attendance.

The second plan of using the deans and the grade advisers as the ones responsible for attendance has an advantage in that a real guidance job may be done since they presumably know the whole school history and even the family background of the child. The disadvantage lies in the fact that in many schools the grade advisers are also the program makers as well as the guidance officers. Their duties in guidance and in making programs both for the pupils individually and sometimes for the school as a whole are so time consuming that attendance cannot receive the *daily* attention so vital in the formation and maintenance of good attendance habits. Moreover, when eight to twelve teachers are in charge of attendance, there is apt to be a lack of uniformity in policy or in treatment. I should like to see the guidance office freely used by the attendance office as the place to which all problem cases are referred for study, for adjustment and for referral to outside agencies. There should be a close tie-up between the attendance office and the guidance office, for I think you will agree with me that at least 75% of the problem children of the school are discovered through the attendance office. The teacher in charge of attendance does not have time for an exhaustive study of these cases—all his time is more than used up in the necessary follow-up of absence, in interviewing parents and pupils and in adjusting minor cases. The real problems—and these are generally the truants—need a lot of study and sympathetic understanding and help. This—to me—is the real function of the dean and the guidance office in so far as attendance is concerned.

The third plan, in which the official teacher is the first line of defense, is an admirable idea, but there are certain conditions which must be met if it is to achieve some success. The official teacher should remain with the same class throughout the four years, in so far as it can be done, so that she has the time to become a friend of each pupil. If she is to carry on all the procedures basic to good attendance, such as interviews with the pupils and parents, post



cards, letters, telephone calls and sometimes even visits to the home, she must have *time* for these—and they take time. These procedures cannot be carried out in an official period of six, ten, or even fifteen minutes. Moreover the size of the official class must be kept down to a reasonable number—probably not more than 35. There are a number of official classes at present with a register of 45 to 55, and there are some even over 55. Another disadvantage of this plan is that there are as many different ways of dealing with absence as there are official teachers in the school, and *consistency* is a virtue in attendance. These are the reasons why it is not wise in my opinion to make the home room teacher almost solely responsible for good attendance. She has a big role to play—she should be the first line of defense; she should be actively interested in every absence of every child in her class; she should be enlisted as an ally in promoting good attendance; she should be a real partner in the set-up, but under the present conditions she hasn't the time to do everything which must be done. She needs the help of the attendance office.

**PROCEDURES.** The second question I have asked is "What are the attendance procedures?" These vary greatly with different schools, different localities, and different local problems. Good procedures should be definite, effective, consistently followed out in the case of every absence, and should be as simple and streamlined as possible. Too complex a system defeats its own purpose. Our interest and time should be devoted to securing good attendance by the simplest and yet most effective means. It might be a very worthwhile and rewarding undertaking to compile a list of well tried and tested attendance procedures which could be used as a guide in every high school in the city.

**DEGREES OF SERIOUSNESS.** There are four facets of the attendance problem—*truancy*, *intermittent absence*, *cutting*, and *lateness*. The truants who have developed a well established pattern of truancy cause us a great deal of trouble and loom large in our thoughts. We must remember, however, that the poor attendance record of a school is not caused by the habitual truants, who are really a very small percentage of our absentees. Very little can be done by the school in the case of a confirmed truant. We shall have to work for more school courts, the imposing of fines on parents,

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more inspectors to prevent labor violations, parental schools, and even institutions to which the delinquent boy or girl may be sent. Our real job in attendance is to prevent incipient truancy by dealing relentlessly with the intermittent absentee—with the boy or girl who takes off a day now and then. If nothing happens and the absence isn't immediately followed up, that same boy or girl will take off a week. These are the dangerous absences. *Cutting* is a partial absence from school and should be regarded as such. For this reason it is most important that cutting be checked in every instance and dealt with immediately in such a way as to discourage its continuance. The person in charge of attendance is the logical one to be in charge of cutting since frequently the same pupils who are irregular in attendance will be the ones involved in cutting. It may be that cutting will be handled by another teacher but the work should be done under the supervision of and in conjunction with the teacher in charge of attendance. *Lateness* if not dealt with by proper procedures will promote absence and cutting. It should be remembered that from the standpoint of the law tardiness is absence. There should be an efficient administrative procedure by which late passes are issued and especially by which they are recorded. Late pupils whose names are not taken from the list of absentees for the day or who are counted as absentees in the roll book can constitute a serious leak in the school attendance record. The person in charge of attendance should also be in general charge of lateness and should make it a matter of first importance to see that no pupil who is late is marked absent. If the teacher in charge keeps his own daily record of attendance, which is very easily done, he can ascertain, by checking his figures with the figures of the clerk who makes the monthly statistical report, whether such errors are being made. This is one very definite way in which the cooperation of the official teachers can be enlisted by explaining to them the importance of making changes due to lateness in the roll book. I should like to suggest that you study the method used in your school by the clerk in getting the figures for the monthly statistical report. You should be familiar with it, since some methods are more accurate than others.

**THE INTERVIEW.** One other important phase of attendance procedures is the nature of the interview with the parent about absence. The interview should always be firm, friendly and constructive. The great majority of our parents are deeply interested



in the school progress of their children. For this reason there should be available for the interview and used when needed certain vital information, such as the entire attendance record including lateness, absence and cutting, the permanent record card giving the school grades and the character ratings, the recent report cards, and any other information which is pertinent to the case. The parent should feel the school's genuine interest in the child and should be made aware of the fact that the school and the parent have a common interest—the welfare of the child.

**A PRACTICAL PROBLEM.** We all know, unfortunately, that there is a shortage of attendance officers with the result that some schools have inadequate help. For this reason it is wise to screen the truant slips and to give to the Bureau of Attendance only those cases which the school has not been able to reach by means of letters, telephone calls and other devices. If form 407 (the truant slip) is made out for every pupil absent three or five consecutive days, as is the rule in most schools, the officer may be swamped and the really important cases will not receive any more attention than the less important ones. It is advisable also to notify the attendance officer promptly when a pupil returns to school, so that he may not make an unnecessary visit to the home.

**ATTENDANCE FLUCTUATION.** I should like to suggest that the teacher in charge of attendance keep a graph on which the daily register and attendance may be plotted. This is a simple way of discovering and pointing out the days on which the school has the poorest attendance. If this information gathered over a period of a term or two, together with the cause of the poor attendance, is presented to the principal, anticipatory measures can be taken to *promote* good attendance on these days. For example, in some schools a large number of pupils are absent on the day preceding the date on which history readings are due. Constructive measures could easily be taken to prevent this situation. On the day preceding or following a holiday the school might adopt a policy of scheduling some very important work. Pupils will tend to come if we let them know in advance that worth-while work will be done and that every absence will be investigated.

**A PREVENTIVE JOB.** Attendance as I have outlined it is a

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heavy responsibility and a time-consuming assignment, but it pays big dividends in good school morale, in improved scholarship, in making possible through good attendance better teaching, and most of all in inculcating in the pupils a high sense of responsibility towards school. Many a delinquent boy or girl might have been saved had absence from school been checked in the very beginning. Our job is a preventive job and an educational job—we must educate parents, as well as pupils, in good habits of attendance.



I would rather be exposed to the inconveniences attending too much liberty, than those attending too small a degree of it.

\* \* \*

Human nature is the same on every side of the Atlantic, and will be alike influenced by the same causes. The time to guard against corruption and tyranny, is before they shall have gotten hold of us. It is better to keep the wolf out of the fold, than to trust to drawing his teeth and claws after he shall have entered.

\* \* \*

If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be. The functionaries of every government have propensities to command at will the liberty and property of their constituents. There is no safe deposit for these but with the people themselves; nor can they be safe with them without information. Where the press is free, and every man able to read, all is safe.

—Thomas Jefferson.



## Two Miles to Destiny

MARK PRICE\*

October 12th is a holiday in New York City. On the afternoon of that day, more than fifty thousand persons will march up Fifth Avenue in the annual Columbus Day Parade. Between five and ten thousand public high school students and at least twenty high school bands, as well as principals and teachers, will be in the procession. Several thousand other students will line the curb along the two-mile route to cheer for their own or find reasons to hoot their traditional school foes.

As a rule, teen-age school children are reluctant to surrender a Saturday, Sunday, or holiday in order to participate in any public event not directly connected with their school. Invariably, there is an interschool athletic contest, a shopping trip, or a thousand and one other attractions which a boy or girl would hesitate to give up without good and sufficient cause.

But come Columbus Day and the parade on Fifth Avenue—and the turnout of high school students is guaranteed to be enormous. Their spirit is high, and their performance always results in much favorable comment.

The color, the crowds, and the federal, state, and city officials who fill the reviewing stand would be in themselves enough to encourage a worthwhile exhibition. Among the school people, however, another reason is advanced. As one principal explains it, "They assist us; so why shouldn't we assist them?"

The sincere interest on the part of New York's secondary schools to go "all out" on Columbus Day is traced to a desire on the part of the sponsors of the parade to give financial aid to deserving students as they enter upon the initial, and perhaps most difficult, period of their college training.

Lack of money to see students through their first year in college takes a heavy toll among drop-outs, in the opinion of many educational authorities.

**THE FIRST YEAR.** According to Dr. John E. Wade, Superintendent of Schools in New York City, "So many of our deserving graduates, when they enter the freshman year, have to work so hard after the school session to support themselves that in many instances their work suffers. The first college year is for many the most diffi-

\* Board of Education, City of New York.

## TWO MILES TO DESTINY

cult because of adjustments that have to be made. The need for working to support themselves makes this adjustment difficult. After the student successfully completes the freshman year, the situation generally becomes easier for him."

**AWARDS.** In an effort to rescue some students from the freshman year hardships that result so often from insufficient funds, the sponsors of the parade, the Columbus Citizens Committee, Inc., have established the Columbus Scholarship Awards of two hundred dollars each. At each graduation period, the Committee donates ten awards as a mark of appreciation for the services which the schools have rendered in connection with the parade.

"This cooperation, manifested by the appearance of thousands of students and numerous school bands in the line of march, has contributed materially to the success of this great public event," the Committee's citation reads. "For this reason, the Committee desires to express its appreciation by establishing the Christopher Columbus Scholarship Awards for the financial benefit of deserving students of all nationalities who will further their education in college or technical school."

Under the system of the awards, nine academic high schools and one vocational high school are selected each term for the nomination of the prize winners. By rotating the schools, all of New York City's fifty-four academic high schools and twenty-six vocational high schools will produce a scholarship recipient. After the first cycle is completed, a new one will be started, continuing until the awards are terminated, which does not appear likely so long as there is a Columbus Day Parade.

The awards are made to graduates whose academic ability is certified by the principal of the individual school as outstanding. Preference is given to pupils who have already won a scholarship to some higher institution or who have been certified for admission to one of the municipal colleges.

"From among the outstanding graduates, whether they be young men or women, the awards should go in each school to the one in greatest need of financial aid," Superintendent Wade cautions the nominating committees.

**HISTORY.** The first group of awards was presented in June, 1946, although the plan had its inception immediately after the 1944



parade, which in that year was held on Fifth Avenue for the first time. The Columbus Citizens Committee had been organized a short time before, and one of its first efforts was aimed at taking the parade "off the back streets" of New York, where it had been held in previous years, and staging it on Fifth Avenue, where it would have the same status as the Pulaski and St. Patrick's Day events.

The entry of the schools resulted from an unexpected development. As the parade plans progressed, it became evident that the number of bands available would be insufficient to "carry" the number of persons then listed to march.

In this dark hour, it was recalled that most of New York's secondary schools were equipped with a music department. Hence, the participation of school bands appeared to be a possibility. If only they were available . . .

Commissioner Anthony Campagna, Member of the Board of Education and an Honorary Vice-President of the Columbus Citizens Committee, was approached on the matter. He in turn talked it over with superintendents, principals, parent and teacher groups, and representatives of student organizations.

"If our band plays, may our students be permitted to march?" one school inquired.

Assured that this was not only possible, but desirable, the school acquiesced. Then came a second acceptance, and a third, and soon the parade committee had enough students and school bands available to meet every possible contingency. On Columbus Day, well over a score of bands and several columns of marching students appeared in the procession.

"We can never forget the services which the schools provided in connection with the parade," Generoso Pope, President of the Committee, told a group of Committee members at the conclusion of the event. "The schools saved the day for us. Surely, there is something in kind that we might do for them."

Out of the discussion came the proposal to set aside a sum of money to be utilized for scholarship purposes, the candidates to be selected without regard for race or creed. Commissioner Campagna was designated to place the offer before Superintendent Wade, and he brought back an immediate endorsement. "The awards are indeed generous," the Superintendent said, "and will, I know, be appreciated by the faculties and students of our high schools."

RESULTS. The financial assistance which these scholarships provide is best illustrated by excerpts from nominations submitted by principals in January of this year.

Of one student, the principal wrote: "The family income being limited, until recently it was doubtful that M—— would be permitted to continue her education in college. The scholarship will, therefore, ease what has been a difficult home situation and will give this unusually gifted girl the opportunity to develop her great potentialities."

Another prize winner was "desperately in need of financial assistance." Her father has only seasonal work and her brother, who was to have helped her with her college expenses, is incapacitated because of injuries sustained in war.

Still another recipient, during the greater part of her high school career, "worked after school and earned an average of four dollars a week." Her father is ailing, and is hardly likely to increase the family income.

To Mr. Pope, whose civic-mindedness is known from coast to coast, the awards give indescribable satisfaction. Ultimately, he says, it may be possible to increase the prize fund and thus present at each graduation period at least one full four-year scholarship, in addition to enlarging the value of the current awards.

"We have in New York City the greatest public school system in the world," he says. "It is unfortunate that many graduates, for financial reasons, are unable to continue their work in college. Now, through the medium of the Christopher Columbus Scholarship Awards, we are able to assist some deserving children to benefit from this advanced education. I know they will enjoy the satisfaction of winning these awards as much as we have in making them possible."

LOOKING FORWARD. When New York City's schools reopen after the Summer recess, a reminder of the 1947 Columbus Day Parade will be in the hands of all principals. Soon after, marching units and bands will begin their drills. The planning committee for the parade will have no worry concerning the eagerness of the schools to participate.

Columbus Day to the schools is more than a parade on Fifth Avenue. It is the "Open, Sesame" for a group of children to whom college otherwise might have been just a dream.

Parade, march!



## The Antiquarian's Corner

The following classified advertisement recently appeared in a Southern newspaper:

**Teacher wanted. Knowledge of common branches desired, but not required.**

The author<sup>1</sup> of the magazine article from which I culled this item informs us that one out of ten teachers in this country now holds an emergency certificate, a permit granted to those who can't meet schoolboard requirements.

The Antiquarian does not look upon these conditions as a sign of progress. Rather, they are a reminder of the past when teachers were not required to meet standards for licenses. The ad in particular recalls a story of the eighteenth century about the way in which Hermann Krüsi, who later became a co-worker of Pestalozzi, received his first teaching position. The last paragraph of Krüsi's own account has a significant moral for our times.

At the age of eighteen Hermann Krüsi (1775-1844), a native of Switzerland, was earning his living as a day laborer and errand boy. One very hot day in August 1793 he was carrying a heavy bundle over the mountainside when he met the treasurer of the town of Gais, a relative named Gruber. The latter informed Krüsi that the schoolmaster was leaving and urged the boy to try for the post so that he could earn his bread a little more easily.

Krüsi replied, "*A schoolmaster must have knowledge; and I have none.*" Gruber then insisted, "*What a schoolmaster among us needs to know, you at your age can very soon learn.*" After Gruber left him, young Krüsi reflected and later made his decision. We shall allow him to tell his story in his own words.<sup>2</sup>

"Since my leaving the day school, where I had learned and practised only reading, learning by rote, and mechanical copying, and while I was growing up to adult age, I had so far forgotten to write that I no longer knew how to make all the capital letters; my friend Sonderegger therefore procured me a copy from a teacher in Altstättin, well known as a writer-master. This single copy I wrote over as often as a hundred times, for the sake of improving my handwriting. I had no other special preparation for the profession; but, notwithstanding, I ventured, when the notice was given from the pulpit, to offer myself as a candidate for the place, with but small hopes of obtaining it, but consoling myself with the thought that at least I should come off without shame.

"The day of examination came. An elder fellow-candidate was

## THE ANTIQUARIAN'S CORNER

first called before the committee. To read a chapter in the New Testament and to write a few lines, occupied him a full quarter of an hour. My turn now came. The genealogical register, from Adam to Abraham, from the first book of Chronicles, was given me to read. After this, chairman Schläpfer gave me an uncut quill, with the direction to write a few lines. 'What shall I write?' I said. 'Write the Lord's Prayer, or whatever you like,' was the answer. As I had no knowledge of composition or spelling, it may be imagined how my writing looked. However, I was told to retire. After a short conversation, I was, to my wonder and pride, recalled into the room. Here chairman Schläpfer informed me that the whole committee were of the opinion that both candidates knew little; that the other was best in reading, and I in writing.

"The other, however, being over forty years old, and I only eighteen, they had come to the conclusion that I should learn what was necessary sooner than he, and as moreover my dwelling-house (the commune had then no school-house of their own) was better adapted for a school-house than his, I should receive the appointment. I was dismissed with friendly advice, and encouraging hopes of increased pay, if my exertions should prove satisfactory.

"Much attention was excited by the fact that my fellow-candidate, eight days afterward, took a situation as policeman, in which he received three gulden<sup>3</sup> a week, while the schoolmaster, who was obliged to furnish his own school-room, had to satisfy himself with two and a half."

Krüsi overcame his initial shortcomings to become a prominent and valuable teacher but his success is hardly a justification for allowing conditions to arise which make it necessary for a schoolboard to insert this ad:

**"Teacher wanted. Knowledge of common branches desired, but not required."**

MORRIS ROSENBLUM

Samuel J. Tilden High School

### FOOT-NOTES

- <sup>1</sup> Charles Harris, "Stop Cheating Your Children!" in *Coronet*, October 1946.  
<sup>2</sup> *Recollections of My Pedagogical Life* (Stuttgart, 1840). The translation is found in Barnard's *American Journal of Education*, vol. V, pp. 162-63. The story is reprinted in Elwood P. Cubberley's *Readings in the History of Education*, (Boston: Houghton Mifflin Company, 1920) and *Teaching as a Profession* by Matthew Walsh, (New York: Henry Holt and Co., 1926).  
<sup>3</sup> The silver gulden was worth about 80 cents, the gold about \$1.25 according to one authority but values varied throughout Europe.



## High Points

### THE 16mm. SOUND FILM IN THE SOCIAL STUDIES CLASSROOM

For the past four years we have been engaged in an attempt to integrate the 16 millimeter film into the program of our department to attain commonly accepted social studies objectives. A survey was made of most of the available films, and certain of these were selected for presentation to social-studies classes. The basis of selection was primarily relationship to material in the syllabus plus suitable length for presenting within the normal 45-minute period. On the basis of the above, certain conclusions were reached:

1. There is available in New York City for the use of the social studies teacher an excellent selection of motion pictures, many of which can be used to excellent advantage in the classroom. Among those sources which we at Midwood High School have found extremely valuable are film libraries maintained in various high schools by the Board of Education of New York City; the New York University Film Library (non-profit), 26 Washington Place, New York 3, N. Y.; Brandon Films, 1600 Broadway, New York, N. Y.; and the Film Library of the Young Men's Christian Association, 347 Madison Avenue, New York, N. Y. Films may be booked through these organizations via mail or telephone, and details may be arranged by individual schools.

2. The cost of conducting a film program is nominal. At Midwood, funds are secured by applying to the City of Midwood (G. O.), where the student body in charge of allocating monies (Board of Estimate) authorizes grants. The cost of a complete series of films for a semester ranges between \$35 and \$50. Even here, we have been able to defray our expenses by sponsoring an annual Film Festival consisting of a complete movie show with a recognized classic, such as *Russia at War*. A nominal charge to the students of five or ten cents will more than defray the expenses of an entire term's film bookings.

3. Certain problems of an administrative and technical nature arise in the execution of a film program for any given semester. Unless these are properly dealt with, the program will not be successful. Among the more serious problems that have arisen in connection with our program are (a) the failure to secure a permanent visual-aids room—films have been shown in classrooms, the school museum,

### SOUND FILM

and the auditorium; (b) refusal of teachers in the department, on occasion, to use films in their classrooms on the familiar ground that they could not afford to "waste time;" (c) breakdown in technical equipment, i.e., lack of a power outlet in the room in which film was being shown, film breakage, which necessitated the loss of valuable time for repair; (d) conflict in programming with other departments, a problem partially solved by allocating certain days of the week to specific departments for use of the school projector; (e) inability to secure the particular motion-picture desired at a given time. The latter problem arises because of the scarcity of 16mm. prints of a given film and the fact that the handful of distributors must serve the needs of hundreds of educational institutions.

These represent but a few of the problems which the coordinator of the visual aids program in any social studies department will have to contend with if he is to achieve some degree of success.

4. The subject matter and the scope of 16mm. films adaptable for use in the social studies class have broadened tremendously during the past few years. There are films available today for use in all grades of the social studies, ranging from civics (academic or vocational) to the senior grade of American history and economics. As for the hundreds of available films, it has been our experience that several of these are of such significance as to have achieved classical status. Among these are the following:

*The City*, one of the documentary classics produced by Pare Lorentz, which is, to the writer, the best single portrayal of the problem of urbanization in America;

*The River*, another of the documentary film classics, which stresses the problem of conservation and its implication for the American economy;

*Prelude to War*, which is particularly adaptable for European history and provides a comprehensive summary of the factors responsible for World War II;

*Servant of the People* deals with the problems facing the Constitutional Convention and their solution. This film has become an integral part of courses in first term American history;

*The Pale Horseman*, one of the more recent films, is produced by UNRRA, and serves far better than any printed word to convey the destruction caused by food-shortages in war-torn



countries and the role played by UNRRA in attempting to solve this problem.

It must be remembered that the films selected for presentation vary from term to term. Since many of the major Hollywood producers have become cognizant of the demands for 16mm. films by civic, fraternal, religious, and educational groups, the production of this type of film has increased enormously. This necessitates a term-by-term change in the program of a department, with the selection of films being based on those that the particular department feels will best serve its educational needs. A film schedule, like the course of study, must be regarded as something dynamic, and must continually challenge the imagination of both student and teacher.

5. The question of whether social studies films are useful as a means of supplementing the regular course of study has produced varied reactions. Most of the members of our department feel that the course of study has been enriched.

In response to a questionnaire submitted by the writer with reference to use of the 16mm. projector by the members of the Social Studies Department at Midwood High School, the following conclusions were reached:

*Advantages:*

1. Many of the films possess distinct educational values, particularly the documentary classics, such as *The River*, *The City*, etc.
2. Used judiciously, the films serve as excellent motivating media; e.g., *Prelude to War*, tracing the events in Europe and the U. S. from 1931-39, is a powerful introduction to the unit on Causes of World Wars I and II.
3. As review devices, the films have distinct value; e.g., *Servant of the People* is an excellent refresher for the unit on the Constitution.
4. Films are far superior to textbooks, magazines, and radio as a means of acquainting students with contemporary problems; e.g., students who saw *The Pale Horseman* were brought into vivid contact with the problems that beset UNRRA. The problem of famine-relief in war-blighted countries was made real.
5. Properly selected, the films serve as a counter-irritant to the fantasy and glamor that is Hollywood. In addition they develop understanding of our neighbors in the United Nations at a time when mutual friendship is at a premium; e.g., *The March of Time* series on countries of Latin America, Europe and Asia.

*Disadvantages:*

1. Lack of physical facilities. It is frequently necessary to crowd two and sometimes three classes into one room.

REMEDIAL CLASS IN SHOPWORK

2. Films are not always integrated into the course of study at the moment when classes are most ready to utilize them.
3. Films are poor in that they are not specifically designed for teaching purposes.
4. Films are not previewed by teachers since they must be returned to the booking agent.
5. Films are too long (ideal running time is 15-20 minutes).
6. Lack of available handbook containing title, scope, teaching aids and other essential facts related to film deprives teacher of knowledge of film to be seen by his class.

We at Midwood feel that the 16mm. sound projected film will occupy a significant niche in the social studies course of tomorrow. The spadework is now being done. The successful completion of the edifice depends on the extent to which teachers, supervisors, and administrators avail themselves of this new landmark in social science techniques.

MURRAY EISENSTADT

Midwood High School

REMEDIAL CLASS IN SHOPWORK

One of the outstanding contributions that shopwork has made to education has been the recognition of individual pupil differences. Through the use of carefully graded unit instruction sheets, each student has been aided to learn at his own speed. As a result of this procedure, some boys do not complete the minimum required projects that are set up for each term. Thus they do not attain all the skills, informations, and experiences that we feel are needed to meet the minimum requirements of the trained apprentice level in industry. The shop teacher is faced with the conflict between the basic philosophy of vocational education, which demands that the student be thoroughly trained in all the skills and experiences of his chosen trade, and the rigid administrative pattern of promotion at specified dates.

SOME SOLUTIONS. There are several solutions that the shop teacher may use to solve this dilemma.

1. The student may be asked to repeat the term's work.
2. The student who has completed at least three-quarters of the term's work may be promoted to the next shop.
3. The student may be asked to return to the shop to complete the term's work before he is permitted to progress to the next shop.
4. Some class may be set up after regular school hours where the



student can complete the unfinished projects. The student may be programmed to the next grade with his own age group during the school day with the understanding that no credit for the past term will appear on the permanent record until the former term's work is satisfactorily completed.

It is an obvious waste of the student's time and an economic loss to the community when a student is asked to repeat a term's work. Besides being educationally unsound, repeating has a disastrous effect on the student's morale.

**PROBLEMS.** To promote the student to the next grade even though he has not completed all his work is against the philosophy of vocational education and, if consistently done, will produce workers who have "blind spots" in their training, a procedure which will tend to lower industry's confidence in our school system. This practice will do the student a disservice because it does not develop an attitude of responsibility for meeting the standards set for him and produces a poor morale among the pupils, who quickly sense the fact that anyone who does a reasonable amount of work will be promoted.

If the teacher insists that the students return to the shop to complete the term's work before being programmed to the next grade, the objections mentioned above are overcome. Unfortunately, the present administrative setup of semi-annual promotions makes it extremely difficult to permit students to progress to the next shop at any time during the term. It must be remembered that each shop is specifically designed and equipped to teach a limited phase of the syllabus so that a pupil cannot remain in the same shop after he has completed the term's work. Experience has shown us that bottlenecks appear when every day becomes "promotion day" and unequal shop registers result in overloaded classes which make good teaching impossible. Some schools outside of New York City have experimented with a modified Dalton Plan to permit the student to work at his own speed, but in most cases this has been possible because small numbers of students were involved and because only one shop-room was used to teach the entire sequence of courses involved. Where the electrical students number about two thousand, as they do at Gompers, the individual shops must become very narrow in scope and specialize in teaching a small part of the syllabus.

**MAKE-UP SHOP.** A remedial or "make-up" shop can be set up after the regular school day, to which students can be programmed

## REMEDIAL CLASS IN SHOPWORK

to complete last term's work while attending the next grade shop during the school day. If the register of such a class is kept down to fifteen, it is possible to provide a variety of equipment to meet the needs of several grades. Such a class has been in operation at Samuel Gompers Vocational High School for the past few years and has met with a considerable degree of success. Its operation has been based on the following plan:

1. A definite list of jobs to be completed by students each term has been compiled by committees of shop teachers. These jobs are designed to give the boys the experiences necessary to develop the skills needed to meet the minimum standards required by industry of trained apprentices in each branch of the electrical trades we teach.
2. Students who complete only approximately 80% of a term's work receive a rating of 60%, which is not a passing mark. They are promoted to the next grade of shopwork and are programmed to take the make-up shop for two periods per day after school until they have completed the balance of their work, at which time their original mark is raised to 65% and they are excused from further attendance.
3. The register of the make-up class is kept down to fifteen at a time. When a student completes his work, another replaces him on the register. In this way each pupil receives the personal help he requires.
4. A teacher is programmed to arrive two periods later than the rest of the staff, so that the make-up class assignment is part of his teaching schedule.
5. Until a student's mark is changed to a 65% by his grade advisor, upon the written approval of the chairman, he is not credited with the term's work on his permanent record. He cannot receive his diploma until this failure is removed.

This plan has helped to produce the following desirable values in our school.

1. The students know that the requirement for receiving credit for each term's work is completion of 100% of each term's work. They do not dawdle because they know that work uncompleted during the regular school day must be made up on their own time after school.
2. Teachers have a definite standard that is uniform for each class in each grade.
3. Pupil retardation has been minimized. Dropouts are fewer.
4. Students who receive our diploma know that they have had all the experiences designed to help them become trained apprentices in the electrical trades.
5. Employers can be assured that our graduates are well trained.
6. Slower students are given the additional personal help they need to attain their objectives.
7. Students' ratings in shopwork are more meaningful and less dependent on whether the teacher is an "easy" or a "hard" marker.

JOSEPH S. HYMAN

Gompers Vocational High School



## A FRENCH CLUB

I have been Faculty Adviser for a very successful French club this semester. I say this in spite of the fact that it had about the smallest number of members of any club I've ever sponsored. It is very easy to have an enthusiastic and large Stamp Club or Ping-Pong Club, but when it comes to language clubs, that is an entirely different matter. Of course, the experienced teacher can figure ways of inducing pupils to attend, but then it becomes a *teacher's club* instead of a pupils' club.

**BEGINNINGS.** At the first meeting we had six boys present who were very anxious to tell me why they had not been successful the previous term. I showed no interest in that but told them my ideas instead. I told them that if they expected me to plan their meetings, find ways to amuse them, and in other ways run the club they might as well not get started. This is what I told them I *was* willing to do: come to meetings every week and stay as late as they wished, I would stay in the room but participate only when absolutely necessary, and I would do anything that they asked me to do.

**CONTENT.** At that first meeting the officers were elected and committees appointed by the new president to make plans for future meetings. At the second meeting we had ten present and at the third twelve and that was our membership for the term. The boys were seldom absent and we sometimes had visitors. These twelve were a congenial, intellectual group who had a very good time every Tuesday afternoon. At each meeting we read French newspapers, discussing major news reports, reading some of the jokes and occasionally doing the puzzles; we read letters of French correspondents; we had reports on French movies, books, and exhibits; we had recitations—very good ones—of French poetry; we had reports on artists and writers. We discussed everything from onion soup and frogs' legs to existentialism and surrealism. When Christmas vacation came I invited them to my home for an afternoon of "musique et causerie" so as not to miss a meeting. This meeting was also a success apparently because the last ones did not leave until 8.

After Christmas the boys produced a 4-page mimeographed paper with French and some English articles, an excellent French poem, cartoons, jokes, etc.; the finished product was a surprise to me as I had been asked to correct only a few items. To be sure, this paper

## WHAT ARE YOU READING?

would have had fewer mistakes had I had more to do with it, but then it would not have been so much the *boys' paper*.

Our meetings worked out just as I had hoped they would; I had a delightful time as an auditor and volunteered information only when they strayed too far on unfamiliar ground. At the last meeting they decided on a meeting day for the second week of the new semester, and we parted with cheerful *Au revoirs* and *A bientôt*.

Was this a worthwhile and successful club? I think so for various reasons. It provided a meeting ground for a group with mutual intellectual interests; it encouraged intellectual initiative and free expression at an age when they are both important and difficult; and last, but not least, it promoted interest in and enjoyment of French culture.

BERTHA G. LEVINE

DeWitt Clinton High School

## WHAT ARE YOU READING?

The reading of the pupils for whom the curriculum has been enriched is a special study. This term we have made a careful survey of the reading, the reading tastes, and the particular book choices of the pupils in the seventh, eighth, and ninth years, in groups having the one and two exponents.

Here are the specific aims and the conclusions drawn from the study.

We wanted to know:

1. Are these pupils interested readers?

*Answer:* Yes, indeed. Each child completed the reading of two books of approximately two hundred fifty pages each. The average number of books read is four. Several pupils have read as many as twelve library books in one term.

2. Do girls read more books than boys?

*Answer:* Yes, they do, but not overwhelmingly so. There were only one hundred eighteen more books read in the girls' group.

3. Does the interest in wide reading increase under proper guidance at Olinville, where the library study is under the same director throughout the junior high school years, or is the circulation at all levels in proportion to the reading interests of the individual regardless of grade?



*Answer:* The answer to both parts of this question is yes. Our greatest number of books read was found in the 9A grades, but the proportion was not consistently higher as the grades progressed. We found the greatest number of books read were in the following groups:

- |             |   |
|-------------|---|
| 1st—9A1-2   | * Note the position of 7A1-2. This is a wide-awake, |
| 2nd—8B1-2   | well-informed group with a fine reading back-       |
| * 3rd—7A1-2 | ground. In the book-week contest the only per-      |
| 4th—8A1-2   | fect scores in the school were found in 7A1.        |
| 5th—7B1-2   |   |

4. Given free, unhampered choice from a well-stocked library, which type of book will the good reader choose?

*Answer:* In the following order these types were most frequently selected:

- |                  |                |
|------------------|----------------|
| 1. Adventure     | 8. Biography   |
| 2. Girls' Books  | 9. Boys' Books |
| 3. Adult Fiction | 10. Humor      |
| 4. Animals—Birds | 11. Science    |
| 5. Mystery       | 12. Hobbies    |
| 6. Sports        | 13. Aviation   |
| 7. Careers       | 14. Plays      |

5. Given a free, unhampered choice from a well-stocked library, which particular books will the better readers select?

*Answer:* More than any other books, the following three were chosen over and over again in the order named.

- \* 1. *The Mysterious Island* by Jules Verne (493 pages)
  - 2. *Lou Gehrig* by Frank Graham
  - \* 3. *The Yearling* by M. K. Rawlings (428 pages)
- Alphabetically arranged, the following books were the most popular. A book marked (\*) is an adult book; that is, the reading content is on the twelfth-year level.

- |                                 |                                |
|---------------------------------|--------------------------------|
| <i>All American</i>             | <i>Charlemonte Crest</i>       |
| * <i>A. W. O. L.</i>            | * <i>Count of Monte Cristo</i> |
| <i>Brooklyn Dodgers</i>         | <i>Daddy Long Legs</i>         |
| * <i>Best American Humorous</i> | * <i>Daughter of the Seine</i> |
| <i>Short Stories</i>            | * <i>Drum Goes Dead</i>        |
| <i>Blue Horizon</i>             | <i>Everyday Living</i>         |
| <i>Caddy Woodlawn</i>           | * <i>Enemy Sighted</i>         |
| <i>Call of the Wild</i>         | <i>Electronics for Boys</i>    |

- |                                    |                                    |
|------------------------------------|------------------------------------|
| <i>and Girls</i>                   | * <i>Mamma's Bank Account</i>      |
| <i>Fair Play</i>                   | * <i>Miss Bishop</i>               |
| <i>Famous American Athletes</i>    | <i>New York Yankees</i>            |
| <i>of Today</i>                    | <i>Nurses at Work</i>              |
| <i>Fighting Guard</i>              | <i>New York Advancing</i>          |
| <i>Fighting for Fun</i>            | <i>One Act Plays</i>               |
| * <i>Greatest Day in Baseball</i>  | * <i>Out of the Fog</i>            |
| <i>Goldbug</i>                     | * <i>Prester John</i>              |
| * <i>Green Mansions</i>            | * <i>Pitcairn's Island</i>         |
| <i>Hillsdale High Champions</i>    | <i>Pine Barren's Mystery</i>       |
| <i>House in Hidden Lane</i>        | <i>Roller Skates</i>               |
| <i>Ingrid's Holiday</i>            | <i>Runaway Prentice</i>            |
| * <i>Ivanhoe</i>                   | <i>Rika</i>                        |
| <i>In Little America with Byrd</i> | <i>Smoky</i>                       |
| <i>Just Patty</i>                  | * <i>Silver Pencil</i>             |
| <i>Janice Meredith</i>             | <i>Spike of Swift River</i>        |
| * <i>Jane Eyre</i>                 | * <i>Twenty Thousand Leagues</i>   |
| * <i>Journey for Margaret</i>      | <i>under the Sea</i>               |
| <i>Katrinka</i>                    | * <i>They Were Expendable</i>      |
| <i>Kathy</i>                       | * <i>Two Years before the Mast</i> |
| <i>Keys to the City</i>            | <i>Victoria Josephine</i>          |
| <i>Keystone Kids</i>               | <i>Valiant</i>                     |
| <i>Lou Gehrig</i>                  | <i>White Fang</i>                  |
| * <i>Lantern in Her Hand</i>       | <i>Welcome</i>                     |
| <i>Long Wharf</i>                  | <i>Winning Forward Pass</i>        |
| <i>Let's Broadcast</i>             | <i>Year at Lincoln High</i>        |
| * <i>Mysterious Island</i>         | * <i>Yearling</i>                  |
| <i>McGraw of the Giants</i>        | <i>Young Walter Scott</i>          |
| * <i>Maria Chapdelaine</i>         |                                    |

6. Do we have a demand for adult books?

*Answer:* Yes, indeed. These books are digested and understood, too, as the oral discussions and book reviews plainly show.

Note that in listing the types of books, adult books ranked third out of the fourteen classifications.

Note the frequency of adult books marked (\*) in the list of popular choices.

7. Does this choice of adult books dampen the normal child's interest for books at his age level?



*Answer:* Not in the least. There is a good healthy enjoyment of all books.

**CONCLUSION.** Frequently one reads that one result of the every-day practice among today's children of the reading of the comics is the stunting of the growth of the reading of the books, giving rise to the oft-heard comment, "the growing generation today is a generation of non-readers." We do not find this so at Olinville. Again, the motion picture industry has been blamed for quenching the child's thirst for the reading of good books. Because they have done such a superb job on a story, the child will not care to read it, one hears. We find the reverse to be true. *Smoky, The Yearling, Two Years before the Mast*, were read more frequently after the release of the films made from these stories.

We shall continue to keep on the *qui-vive* for new books of high standard, but we promise to keep our shelves well stocked with the above favorites to satisfy the reading needs of our future citizens. For, as Richard de Bury said in the fourteenth century, "Whosoever therefore acknowledges himself to be a zealous follower of truth, of happiness, of wisdom, of science, or even of the faith, must of necessity make himself a lover of books."

ANNE MCGUINNESS

Olinville Junior High School

### AN EXPERIMENT IN THE TEACHING OF RESEARCH IN SECONDARY SCHOOL

**TEACHING RESEARCH.** The dynamics of social organization in the world of today and of the future are rooted in the soil of scientific discovery. The utilization of atomic energy has dramatized the role of science. In the past we have perceived, always with lag, the impact of scientific progress on social organization. We have been unable therefore to apply adequately the significant technological and cultural advances made, with mature consideration of the changes implicit in these advances. Our adjustments have thus often been caricatures; static adjustments in the stream of history. Fraught with potentialities, atomic power has brought to sharp focus the need to weave with supreme care and intelligent design the advancements of science into the fabric of society. It is to be hoped that the global organization represented by the United Nations will provide the machinery to catalyze the transformation of scientific progress into

### AN EXPERIMENT

cultural progress for all peoples. To accomplish this desideratum the United States, as well as other nations, must mobilize its respective human resources for scientific research. The culminating stage, coordination of research, will follow inevitably. The atomic bomb is the frightful mandate to cooperation.

**PROSPECTIVE DEFICIT.** In recognition of the direct value of increasing the research manpower pool, the sheer number—2,264 industrial research laboratories in this country—is a direct testament (*Science*, February 1, 1946). The problem of meeting the needs of science personnel becomes more complex when we observe that the industrial laboratories have been taking the leaders of research from the universities, where they are vitally needed to guide and inspire young people to the paths of scientific investigation. The reason for the migration of science personnel is quite evident. Industry has learned the value of the laboratory and is able and willing to pay the researcher more than universities do. Clear thinking industrialists, however, deplore the need to transplant these scientists because they realize that fundamental research, the discovery of general principles of energy relationships, are the very bases for the specific applications required by the industrial laboratories, and that fundamental research is the core of university investigations. Moreover, as previously stated, without the greatness of leadership in the universities, youth founders unstimulated. Dr. Vannevar Bush has pointed out that the deficit in scientific personnel in the United States will, by 1955, be close to 17,000 (*Science: The Endless Frontier*). This need not be the case.

**WASTE.** As the situation stands today, most of our research workers are drawn from college graduates who have majored in some field of science in which they initiate their investigations. It is poor economy of time for these people to have to wait until the post-graduate period before gaining experience in research. Some colleges and universities offer undergraduate courses in research to selected students. This practice is commendable and should be applied more extensively. It is not adequate to the needs of the country, however, as too few people are affected and the opportunity comes too close to the end of their college careers. It is important that talent be discovered early, guided, and fostered continuously so that the spirit and fundamentals of research are part of the equipment of the future professional investigator.



**OUR PLAN.** Believing that talented youth should be given the opportunity to learn the basic techniques and spirit of research, we instituted a course in the Biology Department of Samuel J. Tilden High School in February 1946, entitled *Experimental Biology*. It is our purpose in this adventure to help students determine their aptness for creative investigation and to accelerate the induction of gifted students into the field of research.

The need for as rich a background in science as the high schools can offer, as well as the perception of the inherent unity of all sciences, determined the basic eligibility requirements for the course. The requirements are:

1. an 85% average in all sciences taken
2. high averages in English and mathematics
3. one year of general science and at least one year of biology
4. the student must have had or be taking chemistry or physics

At present the course is offered for one term.

**FIRST PHASE.** The work of the course is divided into two major phases. The first is concerned with an analysis of the scientific method, the scientific attitude, and the nature of experimentation. The tools of science are covered, ranging from the use of the incubator, bacteriologic techniques, the use and principles of microscopy, preparation of physiological and other solutions, precision in measurement, techniques of dissection, the use and interpretation of statistics in experimentation and the use of keys in identification of specimens, as well as other important skills. In working with these tools, we use all effective devices; i.e., demonstration, laboratory exercises, discussion, particularly in the analysis of actual reported experiments, and lecture. Much time is devoted to the means of evaluating sources for reading research. The students examine and discuss such sources as *Scientific Monthly*, *Science*, *Popular Science*, *Journal of the American Medical Association*, newspaper accounts of investigations, textbooks at various levels, encyclopedias, *Annual Report of the Smithsonian Institute*, *Yearbook of Agriculture* of the United States Department of Agriculture, et al. The foregoing are rated in terms of utility and authoritativeness, with the advantages and disadvantages of each counterpoised for the research student.

**SECOND PHASE.** The second phase of the term's work is the actual investigation in which the youthful researcher engages. Very

## AN EXPERIMENT

early in the term the class discusses, with the guidance of the teacher, possible problems for investigation. We draw up a list of problems, keeping in mind the limitations of available apparatus, space, and student background. The students are invited to express their preferences. Students may work singly or in pairs.

After the problem is selected the students engage in background reading research in their chosen problems. The teacher arranges personal conferences to guide and discuss the readings.

In their search for ideas and collation of background information the students have employed such sources as the Library of the Academy of Medicine, the Eugenics Record Office, the Brooklyn Botanic Gardens Library, commercial pharmaceutical houses and museums, as well as direct contact with professional investigators. The cooperation given by extra-school sources has been excellent. Within the school the physical science department has been helpful in the preparation and distribution of material to members of the course.

**PROBLEMS.** A scrutiny of problems that have been investigated will reveal that these are mature in scope and creative in nature. Specimen problems are:

- A study of the normal respiratory quotient of frogs as affected by thyroxin and adrenalin administration
- Effects of tea, coffee and tobacco on protozoa, rotifers, worms, goldfish and rats
- Culturing drosophila with chloral hydrate and sulfanilimide
- Determination of antibacterial action of penicillium notatum grown in modified culture media on staphylococcus aureus
- Testing factors in seed germination
- Sphagnum as an anti-saprogenous and antibiotic agent
- Vitamins and the culture of paramecia
- Testing DDT as an insecticide and vermicide
- Tropisms with molds
- Photomicrography of hair
- Comparative histology of the vertebrate heart

These are problems that are challenging. They require considerable reading and creative management as well as the development of manipulative skills. The successful establishing of the minimum lethal dose of chloral hydrate for the drosophila, for example, reveals the extent to which precision of measurement and careful observation are developed.

The students perform their experiments in the laboratory under



dual supervision of the teacher and the laboratory assistant. Since there are usually 15 to 20 different experiments being conducted at the same time, it will be abundantly clear that the class unit must be small and that the experience and cooperation of the laboratory assistant is vital. To expedite listing and preparation of materials for each ensuing day, the members of the group submit their needs a day in advance, or more if exceptional materials are required, to the class secretary, who turns the collated requisition over to the laboratory assistant. Dangerous materials are of course avoided, and the students are promptly advised of the dangers.

**GROUPINGS.** The investigators are divided into special conference groups, wherever possible segregated on the basis of content similarities. Weekly conferences are scheduled for each group. At these meetings reports of progress, difficulties met, and tentative plans are mutually discussed. In addition to the group conferences there are individual on-the-spot conferences, which incidentally become a significant part of the testing program. Each student is required to submit, on regular laboratory form paper, a daily plan, a day in advance, representing thereon a plan of work for the ensuing day. These are catalogued by the class secretary into the personal folder of each student. They are carefully studied by the teacher as a means of following the progress of the student and to see wherein he needs guidance. The student records in a daily log, which he is required to maintain, the observations made and procedures employed. These are dated and cumulatively developed. Critical comments are written by the student at the end of each piece of work, indicating points to be followed up or snarls that may have impeded progress. In addition to the daily plan and log an annotated record of the reading research of the entire term is maintained.

In actual practice we have found that the students become so engrossed in the climaxing of experimental experiences that they will arrange to spend considerable extracurricular time in the laboratory. We have had occasion to make appointments during examination days to open the laboratory so that work might be continued.

**TESTING.** An important part of the administration of the course is the testing program. Without constant evaluation the work of the students would founder. Our design in testing is essentially diagnostic and motivating. A lesser, though necessary, aspect is to

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rate the student. A uniform midterm examination constructed to test the general concepts of investigation as well as the students' growth in their specific fields of inquiry constitutes one yardstick for rating. This is supplemented by frequent searching questions asked by the teacher during individual and group conferences as well as during informal conversations. The record of the reading research is another check of the assiduity of the students. The daily logs, recorded observations, and self-analyses written by the students are also evaluated. Throughout the term the development of attitudes, skills, manifested initiative, and other important criteria are noted on an elaborate *Laboratory Evaluation Score Sheet* on which progress of the individual experimenter is recorded.

**FINAL REPORT.** In conformance with the principles of investigation each researcher culminates his work with a final report prepared as though for publication. This is done in a form decided upon by the group, after having previously studied several published reports. The class decides what the essential parts of a report are as to form of presentation, mechanics of annotation, bibliographical representation, and literary exposition.

**DIAGNOSIS AND PROGNOSIS.** All of the devices that have been described are interpreted and weighed by the teacher in the formulation of a grade. As the work of the student is quintessentially individual it is patent that the teacher will know the student well. As a result of our experience we can express, with a reasonable degree of confidence, a prognosis for productive scholarship or its relative absence in each case. The important point is that the student discovers his aptitudes for himself. We can serve to stimulate, to accelerate and to help these future scientists to self-realization, and to save others from the despair of failure in an ill-chosen field.

Recommendations for scholarship and for guidance can be made with greater validity than under usual classroom conditions. We were pleased to learn this past term that of two students from our group whom we recommended for the Westinghouse Talent Search Scholarship Examination, one received honorable mention.

Where an opportunity for discovery of potential scientists such as is represented by this course can be established as a tradition in a school, that school will capture the interest of the student body and the community served by the institution. In its dramatization of



education it can become a source of pride and inspiration for the school. The dream of becoming a scientist is through this medium touched with reality; the spirit of youth can remain animated within the infectious materialism of our times towards a leavening life of service. It is our civic concern that the nation requires scientists and it is our cardinal professional concern that the inherent potentialities of the charges that come before us are given the opportunity to flourish. We can open the broad highway to talented youth in the secondary schools. "Experimental Biology" is one avenue of self-fruition.

Acknowledgment is made to Assistant Superintendent David H. Moskowitz; Dr. Abraham Lefkowitz, principal of Samuel J. Tilden High School; Mr. Elias Blechman, Chairman of the Biology Department of Samuel J. Tilden High School, Miss Sarah Asnin and Mrs. Pauline Zimmerman, Laboratory Assistants of Samuel J. Tilden High School; whose interest and cooperation have made possible the success of this experiment.

WILLIAM BERMAN

Samuel J. Tilden High School

### RECORDINGS TO PROMOTE UNITY

Since 1938 a new instructional tool has come into use: the transcription or recording of educational programs. The well-known series of *Americans All—Immigrants All* broadcast over the Columbia Broadcasting System gave a powerful impetus to the use of recordings for educational purposes. Today the variety of subject-matter available is so vast and confusing as to require clearing before teachers know what they can actually use.

To select from the mass of material a minimum program which would bear on the program of human relations, I have decided which discs exactly met the question of correcting fallacies, of stressing positive truths to promote unity both national and international. Therefore I chose those recordings which bore upon the plight of minorities, of races, of groups which have been the victims of discrimination, of segregation, and of prejudice. Also whatever helped to cast an insight into the workings of our institutions, offered a clue to the American mind, and tended to build up the image of a better world I deemed important enough to set down.

**TYPES.** There are two types of recordings available: the standard phonograph record and the radio transcription. The first rotates at

### RECORDINGS

the rate of 78 revolutions per minute and can be played on any victrola; the second turns at the rate of  $33\frac{1}{3}$  revolutions per minute and must be played on a *special playback machine* which ordinarily plays one record for fifteen minutes without changing. Phonograph discs come in 6-, 8-, 10-, and 12-inch sizes whereas transcriptions are generally 16 inches, though some may be 12. It should be noted that some transcriptions play from the inside toward the outer edge.

If some of the earlier recordings already seem dated, they can be adapted to present-day uses by skillful handling. For a fuller treatment of the subject, consult the prefaces of catalogues herein mentioned.

As these recordings are designed as supplementary aids for purposes of discussion, they usually come with teacher's manuals, guides, and even scripts.

Here follows the list of selected recordings:

From *Catalog of Radio Recordings*  
prepared by Gertrude G. Broderick of  
The Federal Radio Education Committee  
United States Office of Education  
Federal Security Agency  
Washington 25, D. C.

*Americans All—Immigrants All*—running time 30 minutes.

A series of 24 programs presenting the story of the contributions made by immigrants to the social, economic and political development of the United States. These programs were originally broadcast in 1938-39. Especially useful to teachers of history, civics, government, economics, industry, agriculture, geography, English, and art. They are available in two sizes: 12 inch records (six sides) at 78 r.p.m., \$4.75; and one 16 inch (two sides) at  $33\frac{1}{3}$  at \$3.75. Supplied FREE with each purchase is a Teacher's Manual.

Recommend:

- F.104 *Winning Freedom*
- F.105 *The Negro in the United States*
- F.111 *The Jews in the United States*
- F.115 *The Italians in the United States*

*Freedom's People*—running time 15 minutes—16-inch at  $33\frac{1}{3}$  r.p.m.

A series of 8 dramatizations dealing with the Negro's participation in American life, his contributions to music, science, discovery, sports, military service, industry, the theatre, the arts, and education. Price per program, \$1.50.

*I'm an American*—running time 15 minutes—16-inch at  $33\frac{1}{3}$  r.p.m. On loan. A series of 27 programs prepared by the Immigration and Naturalization Service of the U. S. Department of Justice. Each program presents one or more distinguished American citizens of foreign birth who explain



## HIGH POINTS [May, 1947]

what America has come to mean to them. Two programs are on reverse sides of each disc.

Note: F.161 I'm an American Day .....15 min.

F.162 One Nation, Indivisible .....30 min.

From Educational Recordings issued by

New York University Film Library

Washington Square, New York 3, New York

Cavalcade of America series:

*As a Man Thinketh* 25 minutes—three 12-inch at 78 r.p.m. \$4.75  
or one 16-inch at 33 $\frac{1}{3}$  \$3.75

Thomas Cooper's struggle to maintain the right of free opinion

*Roger Williams*

The story of New England's valiant advocate of religious freedom and the founding of the city of Providence to insure American ideals

*The Undefended Border*

The dramatized story by Stephen Vincent Benét of the three thousand miles of undefended border between Canada and the United States as a bond of international trust.

*John Brown*

The stirring drama of the pre-Civil War conflicts centering about the person of John Brown. Lincoln called him "the wrongest right man who ever lived."

Separate Recordings:

*The Unity of Free Men* 9 min.—one 12-inch at 78 r.p.m. price \$1.50

Recorded by Raymond Massey and written by Stephen Vincent Benét

*Ballad for Americans* 12 min.—two 10-inch at 78 r.p.m. price \$2.25

The poem written by John La Touche to the music of Earl Robinson and sung by Paul Robeson with choral and orchestral background, in recognition of the common man.

From *Lest We Forget* issued by

The Institute for Democratic Education, Inc.

415 Lexington Avenue

New York 17, New York

A series of 15-minute programs dealing with the specific aspects of American life as helpful to an understanding of men and institutions. Up to this moment the following series are available on 16-inch recordings playable only on playback machines at 33 $\frac{1}{3}$  r.p.m. Free with express prepaid.

(They are currently in use in nearly 2000 schools and school systems throughout the United States.)

Series 3 on 26 recordings—*Democracy Is Our Way of Life*

- |   |    |   |  |
|---|----|---|--|
| 4 | 26 | " | <i>Our Constitution</i>                          |
| 5 | 13 | " | <i>A Better World for Youth</i>                  |
| 6 | 26 | " | <i>America Determines Her Destiny</i>            |
| 7 | 13 | " | <i>Eternal Vigilance is the Price of Liberty</i> |
| 8 | 13 | " | <i>Shrines Symbolize the Soul of a Nation</i>    |
| 9 | 13 | " | <i>One Nation Indivisible</i>                    |

## RECORDINGS

Recommend: *You Knew Him Well*

*It All Began with a Lie*

Series 10 12 recordings—*These Great Americans*

Recommend: George Washington Carver

Franklin Delano Roosevelt

Franz Boas

A Handbook for Listeners enumerates recordings and furnishes useful information.

From NBC Radio-Recording Division

National Broadcasting Company, Inc.

RCA Building—Radio City

New York 20, New York

*Rendezvous with Destiny*

This dramatic set of recordings based on excerpts from 23 of the most popular radio addresses of Franklin Delano Roosevelt gives a documentary story of the era 1933-45. Effective for classes in current history, government, dramatics, English, and speech on all grade levels. Price of albums, \$16.65 F.O.B. Camden, New Jersey; in 2 volumes of 12 records, at 78 r.p.m. unbreakable vinylite. Playing time, 2 hours.

Vol. 1 begins with *March 4, 1933, First Inaugural Address* and ends with *Report on Cairo and Teheran*.

Vol. 2 begins with *July 19, 1940, Third Acceptance Speech* and ends with *April 1945, Jefferson Day Address* (posthumous) spoken by Carleton Smith.

From *All Aboard for Adventure*

a series of dramatizations issued by

Joint Religious Radio Committee

287 Fourth Avenue

New York 10, New York

*Sense and Nonsense about Race*

A dramatization from the pamphlet of the same name in which the author, Ethel Alpenfels, discusses the ideas with Ronald and Jean, two high school students.

In vinylite in two sizes: one 16-inch playback at \$5; or two 12-inch standard at \$5. (postage prepaid); the latter obtainable only at

Pilgrim Press

14 Beacon Street

Boston 8, Massachusetts

Finally, it is quite probable that other pertinent recordings may be obtained from a number of radio stations.

FELIX SPER

Thomas Jefferson High School

## TEACHING THEM HOW TO STUDY

Realizing the pupils' need for guidance and orientation, the Mathematics Department at Stuyvesant introduces each term's work with



a lesson on *How to Study*. You may be interested in the suggestions of a (sometimes) psychology teacher as to how this may be made into a developmental lesson. The topic is, of course, equally applicable to other subjects. Some remarks will be made to show this.

The following is the story of an actual lesson in this school.

**INTRODUCING THE LESSON.** The lesson was opened with the hypothetical situation, "Suppose your younger brother, sister, or friend were just entering high school and asked you how to study. What advice would you give?" The class gave a multitude of answers, which were noted on the blackboard. Re-arranged and summarized, they were as expected: (1) *go to a perfectly quiet room, if there is one*; (2) *read the material slowly, intensively and carefully*; (3) *memorize the important parts by reciting to self or by re-writing*; (4) *don't stop until the material has been mastered*.

According to these suggestions, the main features of successful home learning are (1) *quiet*, (2) *repetition*, (3) *step-by-step analysis*, and (4) *steady work*. This is not too far from psychological tenets of half a century ago, but is at considerable variance with experimental evidence on the factors in learning.

**THE PROBLEM OF QUIET.** In order to arouse doubt and curiosity, the class was asked whether the best productive work in industry is done in absolute quiet. Before long, a pupil remembered that in some war plants it was found that relaxing music actually stepped up production. After a short discussion, the class decided that turning on records or radio did no harm provided that the program was "soft" and not distracting. For example, loud and stimulating music, stories, or quiz programs would prevent efficient learning, they said.

The psychological explanation for this, incidentally, is that (1) the pupil is usually tired and over-stimulated, and (2) the minor distraction of music covers the major distractions of house and street noises.

**THE PROBLEM OF REPETITION.** Like most people, the class was convinced that learning takes place as a result of repetition. The following experiment was performed and the class was asked to draw conclusions.

The teacher asked for one volunteer with a "poor memory" and

## HOW TO STUDY

one with a "very good memory." The one with a poor memory was sent to the hall and asked to stand outside the closed door. Then the following sequence of numbers was written on the blackboard: 4, 14, 23, 34, 42, 50, 59, 66, 72, 79, 86, 91, 96, 103, 110, 116, 125, 137, 145, 157, 168. The boy with the good memory was asked to read it aloud once, then face the back of the room and recite as much as he remembered. He remembered the first three and the last two, but said all the others incorrectly. Then he read and recited again. After twelve trials, he was scarcely better than he had been at the beginning. The class enjoyed this very much, as you may well imagine.

Then the boy with the poor memory was called in and the teacher whispered something in his ear. After two trials, he recited the sequence perfectly.

The teacher had whispered that these were the local stations on the Broadway-IRT subway.

It did not take very long for the class to decide that repetition was secondary to "knowing what tied together all the facts," i.e., what psychologists would call "Gestalt."

**STEP-BY-STEP LEARNING.** This led directly into the question whether it is most sensible to study a topic in "pieces" or "all at once." The boy with the "good memory" in the preceding experiment had studied by unconnected parts. The class decided that it would be best to scan the material quickly first, to "get the main idea," then go over it more carefully keeping this idea in mind. The teacher told the class that volumes of experimental evidence had been compiled showing beyond doubt that meaningful material should be studied in wholes, not parts. For example, steps in a geometric proof should be the *last* things to receive close attention. The goal ("To Prove") and the plan or analysis should be mastered first.

This may easily be applied to social studies, English, and music. In the first two, meaningful wholes should be read as wholes, not as dead and dissected lines or paragraphs. As for music, it has been shown that the "progressive part" method is the most efficient method of learning "by heart." In this method, the first musical theme is memorized, then the second, then the first and second together, then the third, then all three together, etc. The same method should be used for a long poem.



\_\_\_\_\_ HIGH POINTS [May, 1947]  
STEADY WORK. The class was now receptive to the story of E. D. Jones' experiments in industry (*Administration of Industrial Enterprises*, New York, Longmans, Green, 1919). In one experiment, he

"took a group of employees whose normal rate of output, with continuous work, was 16 pieces per hour. With a 25-minute work period and a rest period of 15 minutes, the rate was increased to 18 pieces per hour; with a 17-minute period, with 3-minute rest, 22 pieces per hour were produced; and with a 10-minute work period and a 2-minute rest period, there were produced 25 pieces per hour. In another case, continuous work at driving rivets was divided into one-and-three-quarter-minute periods separated by two minutes of rest. The result was extraordinary. There was an increase in the total amount from 600 rivets a day, under the old conditions of continuous practice, to 1600 per day, with distributed work and rest periods." (Wheeler and Perkins, *Principles of Mental Development*, New York, Crowell, 1932, p. 342)

When the question was raised whether "mental work" operated like "physical work," the teacher told the students that experiments by other psychologists had shown a tremendous increase in learning efficiency when study and rest periods were interspersed.

The references are Austin (*American Journal of Psychology*, 1921, XXXII, 370-403) and Gordon (*Journal of Experimental Psychology*, 1925, VIII, 337-343) for the pioneer work. Two students insisted upon verifying these; they were much impressed.

THEIR CONCLUSIONS: It is not strange that this lesson caused the class to revise incorrect notions on how to study. They decided that the place need be relaxing rather than quiet; and that soft music did no harm. It might do some good. They decided that there was no sense in repeating meaningless material. The first job was to "get the central idea." They decided that a person should spread out studying, not "cram," and that difficult material should be studied in a special way. With the guidance of the teacher, they determined that the special way was as follows: (1) *read the material to get the general pattern*; (2) *let it go and do something else*; (3) *go back to it and study it carefully*; (4) *the next morning, read it quickly for review purposes*.

IRVING ALLEN DODES

Stuyvesant High School



# High Points

JUNE, 19



# HIGH POINTS

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Issued each month of the school year to all teachers in the High Schools of the City of New York. Published by the Board of Education, 110 Livingston Street, Brooklyn, New York. Books concerned with educational matters may be sent for review to Mr. A. H. Lass, Fort Hamilton High School, Shore Road and Eighty-third Street, Brooklyn, New York. School textbooks will not be reviewed.

The columns of HIGH POINTS are open to all teachers, supervising and administrative officers of the junior and senior high schools. Manuscripts not accepted for publication are not returned to contributors unless return is requested. All contributions should be typewritten, double spaced, on paper 8½" by 11". They may be given to the school representatives or sent directly to the editor.



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which is on file in libraries.

## Are Our Schools Doing a Good Job?\*

MARK VAN DOREN

Professor of English, Columbia University\*\*

I do not have the knowledge that would permit me to say for certain whether our schools are succeeding at their job. I hear on every side that they are not, and I confess that this often seems to be plainly true. But I am not sure that I understand what *knowledge* on the point would consist of. The success of schools is as hard to measure as their function is to define. If we knew exactly what they should be doing, it might be easy to say whether or not they were doing it.

There is no question that they are being asked these days to do a lot of complicated things. They are being asked, for instance, to make good citizens of our children—to make good Americans, and to make good democrats. This is an end with which in itself no serious person could quarrel, but it can be wondered whether the best possible schools, working without help from outside, from the home, the community, and indeed the whole world that surrounds the child, should be expected to achieve it. Granted that our environment is uninspiring, or even that it is bad, can we really count on the schools to make up for it at the same time that they teach children what children ought to know in any environment at all, not to speak of the special environment we should like to think they already had in America?

If those are right who say that our schools are not succeeding, the reason may be that educators are being pushed to think in too vague terms about environment, to promise social and moral miracles in place of the limited—yet indispensable—objectives which it would be more natural and sensible for them to keep in mind.

Another reason may be that educators are worried about a responsibility they did not formerly have. This is the responsibility to train boys and girls for vocations—in a world of techniques, to sort out and prepare potential technicians against a time when they will be handicapped unless they are possessed of particular knowledge and special skills. This is a responsibility which an educator cannot

\* Part of a broadcast on January 17, 1947, of an "Opinion, Please" program in the CBS American School of the Air series.

\*\* Reprinted by permission of the editors from Teachers College Record—March, 1947. Italics ours.



be blamed for feeling. But if he looks too narrowly at it, or proceeds thoughtlessly to do about it whatever it first occurs to him to do, he may succeed in training the children with whom he has been entrusted for less than the whole future which faces them in a democratic world. In a democratic world we must of course know how to make our living; but we must also know how to think about what goes on everywhere, to judge persons and programs, to understand events, to vote, to hold office, to estimate politics at its true and high importance—in a word, to be very intelligent, and all of the time.

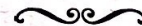
In my opinion, *the thing schools can do best, now or at any time, is to make the minds of children ready to be used well.* In our society this does not need to mean, though sometimes it seems to mean, indoctrination in democracy. Democracy is not a doctrine. It is a way of life which depends upon our all doing the best thinking of which we are capable. The more thoughtful a people is, the safer will be its democratic institutions. They are indeed the product of nothing but thought. And for thought we need education. Not training, or indoctrination, but education. And I mean academic education.

The term academic has lost its popularity, but exactly that may be what is the matter with our schools, assuming that something is the matter with them. The complaint I most often hear is that our children are not being taught how to read and write, how to figure and think. I pay less attention to the fourth of these words than to the other three. College is the place where thinking should take form—where the student should learn how to receive, criticize, compare, and perhaps produce ideas. The school is doing enough if it makes the mind ready to do all that. To be ready it must have skill in reading, writing, and the elements of measurement. The complaint I hear is that, by and large, such skill is not found at the level where it ought to be found—in graduates from our school system.

If the complaint is justified, and I really think it is, I wonder whether it is not necessary to restore to the term academic the dignity and excitement it once had. *When academic education becomes dry and pointless, the thing to do is not to abandon it but to revolutionize it.* We have not abandoned it, but sometimes we have let it slip into second place. *Its right place is the first place, for it is academic education that makes minds ready and eager for the duty of thinking.* If

## OUR SCHOOLS

educators believed this, they would spend less time in studying *how* children learn, whether they can, and what their attitudes should be; and more time in considering *what* should be learned—what excellent things should be read and perhaps memorized, what discipline in writing is indispensable to expression, and what mathematics, what science, must on no account be missed by any student. *If our schools are failing, it is because they do not teach a few important things very well to every child who can possibly learn them. And what are those few important things? I should like to hear that educators were asking too.*



## CONCISE LANGUAGE

Someone had wired a government bureau asking whether hydrochloric acid could be used to clean a given type of boiler tube. The answer was: "Uncertainties of reactive processes make use of hydrochloric acid undesirable where alkalinity is involved." The inquirer wrote back, thanking the bureau for the advice and adding that he guessed he would use hydrochloric acid. The bureau wired him: "Regrettable decision involves uncertainties. Hydrochloric acid will produce submuriate invalidating reactions." Again the man wrote, thanking them for their advice and adding that he was glad to know that hydrochloric acid was all right. This time the bureau wired in plain English: "Hydrochloric acid," said the telegram, "will eat h— out of your tubes."

—Camp Livingston Communique.



## Speech and Guidance

ESTELLE MOSKOWITZ\*

Guidance, as I understand it, is the process by which the student in school is given the requisite knowledge and training to make the most effective adjustments to living.

Speech is one of the most important tools by which such guidance is accomplished, for speech is the most direct means of communication and a clue, therefore, to psychological difficulties. In general, maladjustments may occur on many sectors of the human personality as well as in the speech sector itself. From this point of view, speech guidance may be divided into two broad classes: 1) that in which speech is used as a tool to probe into the maladjustment; and 2) that in which the speech mechanism, itself, is primarily affected.

**SPEECH AND PERSONALITY.** In the first class, speech is to be used as an ancillary weapon in the diagnosis and treatment of a maladjustment. The qualities of speech which present clues to personality disturbances in general involve unusual variations of pitch, intensity, duration, quality. The individual's attitude toward social behavior, for example, as in an aggressive individual, is easily determined by loud, emphatic speech containing an excessive number of overassertive statements or an excessive amount of forcefulness. On the other hand, a youngster who is in retreat from real problems or who has accepted defeat and frustration passively may show a typical low, unemphatic, repressed tone quality. In other words, speech of the individual gives the counselor an immediate insight into whether the student is making an aggressive attack upon his external problems or whether he is in full retreat. Further information may be gleaned by the accessory actions which accompany speech, such as leaning forward, jerking the head forward, muscle spasms, etc.

Repression in an individual may sometimes be gauged by restrictions of the pitch range or by the intensity of speech or by the restraint in the use of words. Obviously, the wider the experience that the counselor has in associating attitudes of personality with their effect on voice, the more easily will he be able to gauge the underlying dynamics of the individual of which the student himself may be completely unaware.

Students who are disorderly in their habits and reckless in their

\* Supervisor of Speech, Vocational High School Division.

## SPEECH AND GUIDANCE

attitudes are likely to show rapid, jerky, badly formed speech with excessive use of inflection, stress, and loudness.

Some of the speech attitudes which should give all teachers pause and make them investigate the extent of a child's adjustment are these: speech attitudes which are inhibited or frightened or overly humble; attitudes of indifference or solemnity; sarcasm or irritability; effeminate voice quality and manners for the male, or masculine voice and manners for the female; a lack of enthusiasm or an argumentative quality; rigidity or flippancy or surliness; too marked affability; or isolation from those around him.

Too often, we react to overly aggressive speech with resentment, forgetting that these speech manifestations are usually the symptoms of inner conflict. Too often, we overlook passivity and silence because these qualities do not hinder the progress of the work planned for the period. Both types of speech reaction are unhealthy and are indicative of the need for investigation into underlying factors.

We return to the second division of maladjustments in which a primary disorder of the speech mechanism has distorted the individual's ability to react effectively to the external world. One of the most troublesome of these disorders is stuttering. This is a dangerous distortion of speech in that it exposes the individual to ridicule and mockery on the part of other students and it is a potent force in persuading the individual to retreat from social behavior into an isolated world of his own. Almost inevitably, there will arise an increase in the internal fantasy production of the student by way of compensation, and his ability to concentrate upon his studies becomes impaired. His ability to share in the social and sports activities of the other students suffers. The crippling effects of these distortions of the stuttering personality are too well known to require emphasis. An enormous amount of encouragement and reassurance is needed both from the guidance counselor and classroom teacher as well as from the speech therapist. It should be emphasized that the classroom teacher, because of his frequent contact with the student, is in a very advantageous position for this service. In the last analysis, the vast bulk of guidance is done by the classroom teacher.

**POOR HEARING.** The student with defective hearing presents peculiar problems. Those students who are aware of the defect but who are unwilling to admit it, or those students who are not aware,



but suffer from its limitations, must be identified by the classroom teacher. This identification may sometimes be achieved by recognizing the characteristic speech pattern, which is marked by a lack of resonance in the voice, the omission or modification of many of the voiceless consonants and usually a complete omission or marked deviation in the production of all sibilant sounds. Children with impaired hearing are frequently apathetic. They seem dull and inattentive. Where there is any doubt of the presence of a hearing difficulty, referral for audiometric testing will establish the degree of defect with exactitude. Many a student is indebted to an acute teacher for the early recognition of the defect and the removal of the frustration and handicap which would have resulted had it not been detected. Early discovery, in many cases, may result in the complete correction, the improvement or at least the arrest of the disorder.

**LISPING.** Lisp is another defect which can produce serious repercussions in the interpersonal relationships of the student and others about him because it suggests to the hearer an immature or effeminate personality. It is the speech disorder which occurs most frequently in children. Lisp may be caused by an organic defect, such as malocclusion, or it may be a functional result of the fixation of the student at a childhood level of maturation. In the first case, the organic factors require specialized orthodontic handling. On the other hand, the functional lisper may require specialized speech and psychological guidance.

**DISTORTIONS.** Another speech area with which teachers should be familiar because of its revelatory insight into the physical or psychic life of the child is that concerned with distortions of voice. By distortions of voice we mean such defects as shrillness, nasality, denasalization, hoarseness, a weak, thin voice. Here again, a differential diagnosis must be made between organic and functional causes. The connection between the whining voice and the whining personality is too obvious to require more than mention. Voice cases, in general, require referral to the specialist. Before any therapy is attempted, the child whose voice shows marked anomalies should be given a physical examination by a nose and throat specialist.

It may be that most teachers are acquainted with the aids to recognition of speech syndromes, but it is worthwhile to recapitulate them.

Too frequently, people note something that seems objectionable in an individual but are unable to identify just what the difficulty is. Often, the person who is handicapped in speech is dismissed as someone who irritates and with whom one would prefer not to spend unnecessary time. When the cause of the unpleasantness is realized, one tends to be more tolerant. If one is a teacher, he can help the child by referral to the proper agency. One may detect the presence of a speech difficulty in the following ways:

The individual whose voice is nasal permits too much breath to escape through the nose. The cause may be psychological or organic; then the voice manifestation requires further investigation. The voice that is denasal eliminates the pronunciation of *m*, *n*, *ng*, and is lacking in nasal resonance. The general effect resembles the speech of a person suffering with a head cold. Hoarseness, whining, too high a pitch are familiar to you and require no illustration, I am sure.

The stuttering child is one whose speech progress is impeded by muscular spasms of the lips or tongue or larynx. He does not stutter on all occasions, or on the same sounds, ordinarily. He may escape the notice of the speech teacher in her brief screening test for clinical cases, so that the classroom teacher must be alert to the speech manifestations and direct such a child to the speech therapist. In the classroom situation, the stuttering child should be neither ignored nor excused from recitation. The child should be assisted in meeting the speaking situation. He should be made to feel a part of every group activity. He should be treated in a friendly, objective manner and encouraged to speak in a calm, smooth, unhurried fashion. Rigid discipline, rapid fire reviews, keen competition, and sarcasm should never be used with the stuttering child.

We recognize the following kinds of lisps as those requiring clinical aid. The lingual protrusion lisp has as its cause the protrusion of the tongue between the teeth for the production of the sibilant sounds: "Thithter Thuthie for Sister Susie." There is the lateral emission type of lisp in which the sound issues from one or both sides of the protracted tongue. The nasal lisp, caused sometimes by a short or inactive velum or cleft palate, makes the speech resemble a snort. There is that form of lisp known as lallation, which is marked by difficulties in the pronunciation of *r* and *l*; for example, the "wed wose" or "vewy" for very or "Ewen" for Ellen. Lisp, then, may be the result of organic difficulties or it may be



an example of regressive behavior, as we mentioned previously. It is important for the teacher with a guidance point of view not only to recognize the defect but also to focus upon causation.

**FOREIGN ACCENTS.** The child whose speech is foreign must be helped to eliminate his accent because his speech, too, can be a hindrance to him, socially and vocationally. People tend to ridicule what is "different" and tend, often unconsciously, to mark as inferior those people whose speech reveals a background much different from their own. Even in New York City, the melting pot of the United States, people tend to look with scorn upon certain types of foreign accent which they deem objectionable. Since speech is the most direct means of social communication and adjustment, we must help the foreign youngster to overcome the accent and thus to be assimilated more readily into his new environment. Every classroom teacher can contribute to this improvement. The speech teacher shows the child how to make the sounds with which he has difficulty. The other teachers insist that the new sounds become habitual.

**TEACHERS AS SPEECH COUNSELORS.** The assumption on the part of all teachers of the responsibility to habituate correct speech habits is one of the most important means whereby teachers, in their capacity as counselors, can help all youngsters who are handicapped in speech. Know who your handicapped youngsters are; insist that they practice the improved speech pattern on all occasions. Make a concerted effort, in every class, to help the child who relapses into faulty speech behavior. Encourage him when he makes an effort to improve. Praise him when he shows progress. Thus do all teachers become speech teachers. Thus, do all teachers, as counselors, help to improve the pupil's social adjustment and, to that degree, help him to live a happier life.

#### DEAD LANGUAGE

The story goes that a Swedish dialectologist who was on a tour to investigate how extensively the strong form *dog* (died) was in use, asked a peasant: "Do you people here say 'jag dog' or 'jag döde'?" The peasant was not a grammarian; he answered sensibly: "Well, when we are dead we generally do not say anything."

—Otto Jespersen in *How to Teach a Foreign Language*.

## Social Studies Cinema

BENJAMIN WEINRIB, Brooklyn Technical High School

**BACKGROUND.** After my contact with the army information and education program I became enthusiastic about the use of films in our educational system. Films in the services achieved the vital objectives of (1) orientation of bewildered inductees in the endless rules and regulations of the military machine; (2) education in the most complicated technical skills through the Dooley-Dietz analytical method; (3) indoctrination in many subjects: from hatred of the enemy and the most effective method of plunging and retrieving the bayonet, to ethical conduct in the face of moral challenge and the need for inter-service and inter-Allied unity.

The impetus given by army successes to the school use of audio-visual aids is well nigh incalculable. This fact is most noticeable in the increased stress on 16 mm. sound films, slide films (picturols) and record-playback machines.

**VALUES OF SOUND FILMS.** After three years of experience with sound films at the Brooklyn Technical High School we feel that a motion picture program should be and can be an integral part of every course in social studies.

The teacher need not become apprehensive lest sound films supplant his pedagogical techniques; however, films can very readily supplement classroom methods and materials, and enrich our studies.

A film like *Servant of the People* may well motivate a unit on the United States Constitution, giving the student proper historical perspective. The emotional and dramatic appeal of *The Negro Soldier* and *Give Me Liberty* can hardly be surpassed by even the most dynamic instructor. It is difficult for the student to comprehend the subject of *Conservation* unless he can actually see the problem and proposed solutions in the documentary films *The River* and *The City*. Orientation of the incoming freshman to school and future vocation can best be made effective by such films as *How to Study* or *Finding Your Life Work*. To sheltered students still remote from direct contact with the economic scene the film *Machine: Master or Slave* presents the challenge of technological unemployment, and *Here Is Tomorrow* is an introduction to the expanding cooperative movement. Abstract studies in intercultural relations may be objectively presented as in the new film *Man—One Family*. Great concepts es-



essential to world peace can best be developed by the one reelers *Peace Builders* and *We the Peoples*.

**SELECTION OF FILMS.** To be of greatest utility and effectiveness sound films in a social studies program should be selected only after careful consideration of several questions:

(1) *Is the film pertinent to the unit under current discussion in subject classes?* It is necessary to synchronize the film schedule with the units and topics in each subject, because a misplaced assignment is a pedagogical waste. Some resiliency should appear in the program by making allowance for holidays, leaving one or two open dates; and by counting four lessons to the calendar week. As much as possible each course should be rotated on the film calendar. At the beginning of the term each teacher should receive a copy of the film schedule, to adjust to his term plan. There follows the program for spring term, 1947:

Date	Week	Title and Reels	Subject	Course
2-24	3	<i>Americans All</i> (2)	Brotherhood Week	civics
3-3	4	<i>Give Me Liberty</i> (2)	American Revolution	hist. 1 (American)
3-10	5	<i>Here Is Tomorrow</i> (2)	Cooperatives	eco.
3-17	6	<i>Servant of the People</i> (2)	The Constitution	hist. 1 (American)
3-24	7	<i>Peace Builders</i> (1)	United Nations	hist. 2 (American)
		<i>We the Peoples</i> (2)		
3-31	8	<i>The City</i> (3)	Housing, City Planning	civics
4-14	9	<i>The River</i> (3)	Conservation	hist. 2 (American)
4-21	10	<i>Money at Work</i> (2)	Stock Exchange	eco.
4-28	11	<i>How a Bill Becomes a Law</i> (2)	Law-Making	civics
5-12	13	<i>Monroe Doctrine</i> (2)	Foreign Policy	hist. 1 (American)
5-26	15	<i>Old-Age and Survivors Insurance</i> (1)	Social Security	eco.

(2) *What is the source of the film?* It is an act of justifiable caution to trace a movie to its source. Where a film is outright propaganda or its content is overshadowed by advertisement; where a private economic interest misuses this educational vehicle, it is best for a program director to disregard the film. However, some privately sponsored films may be of excellent calibre. It is up to the audio-visual enthusiast to make a choice. An excellent article on *What's Wrong with Sponsored Films*, by O. A. Engstrom appears in:

## SOCIAL STUDIES CINEMA

the November, 1946, issue of *The Clearing House*.

(3) *Does the film meet the intelligence level and capacities of the students at your school?* A movie suitable for one school may not fit the needs of another. Senior students in a technical high school are not sufficiently challenged by films dealing with such topics as the development of transportation, communication, and production techniques. Such subjects are not new to these mechanically-minded boys. Then, too, within the school a film like *Here Is Tomorrow* may be more suitable for a more mature senior audience than for use with our civics classes.

(4) *Is the film adequate, accurate, and timely?* Through the film *Inside the White House* has as its aim the clarification of the immense role of our chief executive, its effect is lost by the views of political figures long since gone from the national stage. Movies like *Our Enemy the Japanese* were suitable for wartime audiences but are inadequate now.

(5) *How much time does it take to project the film?* It has been found that a three-reel film leaves little time for presentation and discussion, and that a one reeler tends to be too brief for a lasting impression; hence, two reelers which run about twenty minutes are used most frequently.

**SOURCES OF SOUND FILMS.** In order to allow adequate time for the contact of film sources, film schedules are made up before the start of the new term.

The following have been found to be the best, most immediate, and most responsive sources:

1. New York City Board of Education Film Depositories; e.g., Prospect Heights High School. (Get list of depositories from Miss Rita Hochheimer's office, Board of Education.)
2. Association Films, YMCA  
347 Madison Avenue  
New York City
3. New York University Film Library  
26 Washington Place  
New York 3, New York
4. Brandon Films Incorporated  
1600 Broadway  
New York 19, New York

**PLANNING MONDAY MOVIES.** By usually showing films on Monday we have been able to use them either as a review of the



previous week's work or as an introduction to the unit of the coming week.

Before the school day begins on Monday morning the following steps must be taken:

1. Messenger service must be established to pick up the film on Thursday or Friday.
2. Teachers are notified several days in advance by receiving one of the following notices for each subject class scheduled to see the film.

*Assignment Sheet*

Dear Miss Jones,

The film program scheduled for this next week is especially appropriate for our history 1 classes. You are invited to bring to Room 6S5 your H131C class. Sufficient seating space has been reserved for your students in rows 6-10. Please instruct them on Thursday-Friday to go directly to Room 6S5 on Monday instead of to the regular room.

Because this program needs the cooperation of all of us for its most efficient administration, please make the following assignment your responsibility.

- .....In charge
- .....Supervise behavior
- .....Be ready to speak to the group in any free time during the period, on basis of preview sheet that will be ready.

Should there be any questions about arrangements, please consult Mr. Weinrib in charge of our film program.

Very truly yours,  
William Friedman

Film title: *Servant of the People*—2 reels

Note that teachers have specific responsibilities, which we try to alternate through the day. This spring term, assignments of teachers to operation of the projector were eliminated through the organization of a Social Studies Technicians Squad.

3. The film should be set up for projection during the Monday morning prefect period.

AND SO MONDAY ARRIVES. Three classes have gathered in our film room; each teacher has been assigned to a special duty; and the show is about to begin.

A great responsibility rests upon the teacher in charge of discussion. The success or failure of the program depends to a large measure upon him. He needs the following materials:

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- (1) A brief statement of film content to be presented to the class before the lights go out, e.g.:  
*The River*—3 reels, sound

This film is one of the outstanding social documents of our time. The great Mississippi River System has influenced the land and the people over two thirds of our country. Unfortunately in the haste of economic expansion, these waterways, and the surrounding forests and farms have been ruthlessly misused. This misuse has led to great human suffering. The film shows the devastation resulting from the cut-over forests—relentless floods with loss of lives and property. The film offers some suggestions for improving the Mississippi Basin and for preventing future waste.

- (2) Film Preview Sheet or Lesson Guide, e.g.:

*Film Preview Sheet*

Title of film:  
No. of Reels—  
Dates and periods—  
For course in:  
Relation to course:

\* \* \* \*

- I. Suggestions for the interval before the film is shown:
  - A) What to look for—
  - B) Words or phrases that must be known to understand this film—
- II. Suggestions for the time after the film is shown:
  - A) Questions of fact—
  - B) Thought questions—

Preview notes by .....

PLEASE LEAVE THESE NOTES FOR THE NEXT TEACHER

Instruction in the film room must follow the pattern of teaching in the ordinary classroom. It should include a clear aim, a significant motivation and preview, the film presentation, a challenging discussion, a meaningful generalization, a final summary, and an individualistic teacher approach. Students must be made to appreciate the film as a vehicle of enlightenment and not merely entertainment.

FILM EVALUATION. Where the film has been shown for the first time teachers will find an evaluation blank in their letter boxes at the end of the day. These make known the consensus of teacher opinion on a particular film, and determine whether or not it will be re-ordered.

Example: Film Evaluation Blank.  
Dear Miss Jones,

Would you please help us evaluate the film(s) shown this week?

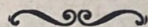


- 1) Does it have sufficient educational value for our students?
- 2) Is it sufficiently relevant to the course of study?
- 3) Did it hold the interest of the boys?
- 4) Have you used its content as a basis for any class activity; e.g., discussions, assignments, etc.?
- 5) Should we re-order it for next term's film schedule?
- 6) Any other comments?

Thank you for your help.

Yours truly,

CONCLUSION. Sound films in education are here to stay and expand. Today, in a chaotic world, there is an urgent need for teaching the meaning and worth of democratic institutions. In place of mere words the 16 mm. sound film brings a living demonstration. By its multiple sense approach it makes possible the retention of significant facts and the understanding of social relationships. Only when such means as a Social Studies Cinema are incorporated into our methodology; only when teachers take up the challenge of new developments in audio-visual instruction; only when authorities stress the idea energetically by supplying sufficient equipment, materials, and training; only then will our educational system approach its potentialities.



#### EXCEPTION

Horace Dutton Taft, late headmaster of the Taft School, was noted for his strictness as a disciplinarian—and also for his sense of humor. There was one school rule which could never be broken: unscheduled private vacations, no matter what the excuse, were simply not countenanced. Yet a special problem arose when the son of the headmaster's brother, William Howard Taft, asked permission to attend his father's inauguration as President of the United States. After deliberation, the request was granted—not, however, as an exception to the strict and indiscriminate rule, but by authority of a new rule duly passed and to this day a part of the school's legal code. The new rule: "Any boy whose father is elected to the Presidency of the United States shall be permitted to attend the inauguration ceremony."

—N. Y. Herald Tribune.

## Practical Training in the Maritime Trades

FRANK H. PAINE, Metropolitan Vocational High School

By providing practical instruction below college level in the maritime trades on a real 442-foot cargo ship, the greatest port in the world may now add another accomplishment to its long list of distinctive services. Through the concerted efforts of the principal and teachers of the M.V.H.S., the American Merchant Marine Institute, the United States Maritime Commission, the Board of Education's Maritime Educational Commission, the Board of Estimate, the Associate Superintendent in charge of vocational schools, and Congressman Ellsworth B. Buck, this training ship is now tied up at Pier 4, East River as an annex of the Metropolitan Vocational High School. Although a few state maritime academies have acquired training ships from the United States Maritime Commission, New York is the first city to obtain one for the purpose of instructing high school pupils in the seafaring trades. This loan was made possible by the provisions of the Ship Sales Act of 1946. At the instance of Franklin J. Keller, who is now in Germany directing the Vocational and Technical Re-educational Program in the American Zone, the Board of Estimate approved Borough President Rogers' resolution for the acquisition of the "SS. J. W. BROWN" on October 10, 1946. According to present plans, actual training will get under way for boys in the engine, deck, radio, and steward departments by May 15, under the supervision of instructors who have been licensed by the United States Coast Guard, Bureau of Marine Inspection, as well as by the Board of Education.

HISTORY. This fully-equipped liberty ship, which saw extensive war service both as a cargo ship and as a troop carrier, was named after a Maine labor leader who died in 1941. The marine training school has a beam of 56 feet, a deadweight capacity of 10,865 tons, a speed of 12 knots, a Sperry gyroscope, a radio direction finder, and radar equipment. Since the expanded galley and sanitary facilities and the arrangement of the holds provided for 750 troops, this well-ventilated ship will make an ideal place for classroom activities. This is but one of the 5,500 ships built during the war period of which about 700 were lost. Before the war our merchant fleet numbered about 1,000. Estimates for postwar needs indicate that 400 cargo vessels will be required for foreign trade service. If our own ships carry fifty per cent of our foreign trade, or twice as much as before



the war, 800 ships may be needed. Another 300 will be necessary to carry domestic coast trade and provide for intercoastal and territorial services. For domestic and foreign service 200 tankers will be required. About 1000 have been sold to foreign nations. Some will be scrapped and a sufficient number will be laid up as a reserve fleet for emergency use.

**GOVERNMENT TRAINING PROGRAMS.** The training program of the War Shipping Administration was under the supervision of the U.S. Maritime Service, the U.S. Merchant Marine Cadet Corps, and the State Maritime Academies.

1. The U. S. Maritime Service operated seven stations and seven training ships. Training for unlicensed personnel was conducted at Sheepshead Bay, Brooklyn, New York; Catalina Island, California; and St. Petersburg, Florida.

Schools for radio operators were located at Gallups Island in Boston Harbor and Hoffman Island, New York.

Schools for the training of officer personnel were operated at Ft. Trumbull, New London, Connecticut, and at Neptune Beach, Alameda, California. Students who had gained experience at sea were accepted at these schools. They were graduated as ensigns in the U. S. Maritime Service.

The schools for the upgrading of both licensed and unlicensed personnel were located at the principal ports.

The U. S. Maritime Service Institute in New York City still maintains correspondence and extension courses for men at sea.

2. The U. S. Merchant Marine Cadet Corps trains citizens who are high school graduates to become officers in the merchant marine at the two Cadet schools at San Mateo, California and Pass Christian, Mississippi, and at the U. S. Merchant Marine Academy at Kings Point, New York. Young men 17 to 21 are selected by national competitive examinations. Upon graduation they become third assistant engineers or third mates. Students in training are also enrolled as midshipmen in the Merchant Marine Reserve of the U. S. Naval Reserve and upon graduation they are appointed as Ensigns in the U. S. Maritime Service.

3. The five State Maritime Academies which are also operated on the college level for future licensed officers are located at Vallejo, California; Castine, Maine; Hyannis, Massachusetts; Morrisville, Pennsylvania; and the New York State Merchant Marine Academy at Fort Schuyler, the Bronx, which is the oldest. The same opportunities listed under "2" are offered these men.

While most of these training stations have been closed, about 260,000 were graduated from 1938 to 1945. In order to carry supplies to

the occupation forces throughout the world and to rehabilitate the devastated areas, there will continue to be a demand for the services of trained able seamen, oilers, firemen, watertenders, pumpmen, electricians, cooks, bakers, radio operators, and engineers. Aside from the opportunities offered at Metropolitan, little progress has been made for helping young men to enter the shipping industry as unlicensed workers.

**INSTRUCTIONAL PROGRAM.** As soon as structural changes can be made to eliminate hazards to safety, about 200 selected boys from the third to eighth term classes will receive practical instruction aboard the ship for the remainder of this term. These boys will then serve as junior assistants to help with the training of about 1000 for next term. Since the ship is berthed about a twenty-minute walk from the main school building, it is not practical to program such pupils for a half day on the ship and a half day in academic and related classrooms on shore. The present plan provides for the assignment of 100 to the ship for shop and necessary related work for five days of six hours each. An alternate group of 100 will be studying academic and related subjects for one week at the school building. Teacher personnel will be assigned as they would be to any annex. At the end of a week the groups will shift locations. This experiment will continue until the end of June. Changes will then be made if such are necessary.

Each engine, deck, radio, steward, and boatbuilding instructor must keep accurate records of pupil attendance, punctuality, accomplishment and willingness to carry out ship orders. These records will be forwarded to the home room advisers for entry in the cumulative records. Four-year courses of study have already been prepared with units of work for all important ship jobs. Members of advisory commissions check individual projects for mastery according to trade standards. The instructors of these picked groups may be likened to master workmen giving trade information and skill training to apprentices. The graduates of these departments may enter the Sheepshead Training School, the New York Merchant Marine Academy, or the U.S. Merchant Marine Academy at Kings Point to get further training to become third mates or third assistant engineers, stewards, messmen, cooks or bakers. A number of our graduates from these officer-training centers are now serving with distinction. The ship affords an excellent opportunity for second,



third, and fourth year pupils to gain first-hand experiences as follows:

1. Deck department: sea regulations, crew organization, water safety measures, fire-fighting equipment, mooring, rigging, signaling, navigation, plan reading, tank testing, types of boats, cargo, and jobs.
2. Engine department: machine-tool operation, bench work, care and operation of gas and diesel engines, safety measures, firing boilers, and ship maintenance.
3. Radio department: electronic circuits, signaling, sound systems, motor controls, radio servicing, transmitters, and construction.
4. Steward department: care of linens, handling of food, reports, preparation of meals, and servicing.
5. Boatbuilding department: construction and maintenance work.

The land school will continue to supplement practical ship activities. Since few ships have electricians, plumbers, machinists, or blacksmiths, it is advantageous in an emergency for seamen, oilers, messmen, or radio operators to have specialized skills. For this reason pupils are programmed for specialized shop "media" courses in machine shop practice, electric wiring, sheetmetal work, pipefitting, wood working, boatbuilding, stewarding, drafting, and pump repair for at least ten weeks. Under present conditions the school is better fitted to give instruction in health education, physical training, first aid, and in academic and related technical subjects. The teachers selected to work with the groups who have alternate programs on the ship and at school will work in close cooperation with the shop teachers on board the ship. Through this system of instruction in composite occupational skills that may be applied to a number of allied land jobs on docks, building and stationary engines, the school avoids the criticism that is leveled at specialization within a too narrow field that leads to mastery of but a fraction of the entire field.

The activities in the maritime shops stimulate the pupils to gain knowledge and information in the academic and related subjects. When a pupil learns that he must issue orders or instructions or make out reports, he realizes that he must understand and be able to use the English language. The seaman must know the fundamentals in solving problems related to cargo handling, stowage, rigging electricity and navigation. The natural sciences are valuable because the crew must work with the elements all of the time. The very nature of a sea-going vessel makes it an excellent laboratory for applying

principles used in the social sciences, especially those bearing on human relations.

**EXPANSION POSSIBILITIES.** The future of this type of training depends upon many factors. New York City owes much of its greatness to its geographic location and to its position as the outstanding port of the world. The greatest port should maintain a suitable training center for an activity that has contributed to its greatness as a trading center. Also, since the shipping commissioner of New York employs a large proportion of the seamen shipped or re-shipped aboard vessels of the whole American Merchant Marine, it is logical that New York City should take the lead in providing vocational training and education for the maritime occupations. Plans have already been drawn for a new maritime trade school that could be built on city property at Pier 4 or 5.

Boys in the maritimes trade have anything but a dull time. Aside from regular instruction, provision is made for field trips to the training academies, union halls, shipping terminals, cargo ships, tankers, museums and libraries. Reports are made of these trips. Many club activities, including a "sea scout" troop, are carried on to give a "well-rounded" education. Ship models that often win awards are built and exhibited. Rope-tying contests are arranged with groups from other schools; pupils learn to recognize the types of flags used by ships, shipping companies, and other countries. Maritime boys help in the selection of prominent speakers for all occasions, especially National Maritime Day, May 22. These co-curricular and extracurricular activities contribute to good citizenship and cultural growth.

World commerce should expand for the next few years because every country needs materials and finished products. The report of the *Proceedings of the Merchant Marine Council of the U.S. Coast Guard*, January, 1947, page 16, points out that 733 waivers of the "Manning Requirements" were made in the month of November, permitting men of lower rank to serve in higher places because of the lack of qualified men for these positions. The Army Transport Service, which is the largest operator of vessels in foreign trade serving the port of New York, is looking for high school graduates desirous of making a career of work on ships. Graduates, and even boys who have had a basic course in one of the large fields, will find



many jobs on ships, in the harbors, and in many allied shore concerns. In addition, the vocational training offered in these courses prepares workers for terminal jobs in rigging, sailmaking, shipyards, cargo handling equipment companies, marine equipment servicing, customs inspection, and stationary engineering.

Frank J. Taylor, Chairman of the Maritime Educational Committee of the Advisory Board on Vocational Education, the American Merchant Marine Institute, the U.S. Maritime Commission, the Propeller Club, Andrew G. Clauson, Jr., President of the Board of Education, John W. Wade, Superintendent of Schools, Congressman Ellsworth B. Buck, and Associate Superintendent George F. Pigott, Jr., have at various times emphasized the importance of training competent personnel for the maritime trades on a high school level. It is planned to conduct National Maritime Day ceremonies on this school ship on May 22. As soon as it becomes generally known that practical and efficient training in the seafaring trades will be conducted on a real cargo ship, many applications will be received from boys who have a real hankering to sail the seas. Eighth and ninth-year boys should be encouraged to take trips to the SS. JOHN W. BROWN. New York City needs a new maritime trade school on the waterfront, in the heart of the shipping district and business area, in addition to the SS. JOHN W. BROWN to exemplify the place and position of this City as the greatest port of entry and departure in the world.

#### LEARNING THE HARD WAY

"Childher shudden't be sint to school to larn, but to larn how to larn. I don't care what ye larn thim so long as 'tis onpleasant to thim. 'Tis thraining' they need, Hinnissy. That's all. I niver cud make use iv what I larned in colledge about thrigojoomethry an'—an'—grammar an' th' welts I got on th' skull fr'm the schoolmather's cane I have nivver been able to turn to anny account in th' business, but 'twas th' bein' there and havin' to get things to heart without askin' th' meanin' iv thim an' going' to school cold an' comin' home hungry, that made th' man iv me ye see before ye."

—Mr. Dooley on "The Education of the Young"  
by Finley Peter Dunne.

## The Use of Sponsored Sound Films in the High Schools

MILTON LOWENS, Chelsea Vocational High School

Two hundred and twenty thousand dollars is a tidy sum. Yet, according to reports, that is what one large industrial concern spent recently to produce a *single* forty-minute film and to purchase the prints needed for its distribution. This film, like dozens of others, is available to the schools on a free loan basis, the only cost being that of transportation. Many titles are available at present and, now that the war is over, the offerings are becoming even more plentiful and diversified. In the aggregate, the inventory of sponsored films represents an investment of millions of dollars. Practically all have at least some educational value; they are skillfully prepared and are technically excellent. Many are accompanied by teachers' manuals and other aids.

It is not surprising that these films are welcomed by schools throughout the country. However, hard-headed and practical business executives do not customarily spend great sums for *purely* eleemosynary purposes. They expect a return on their investment. The "price" may be higher than some schoolmen may be willing to pay.

WHY FILMS ARE SPONSORED. There can be little doubt that films are sponsored for the same reasons that radio programs are sponsored; promotional considerations underlie both. Some of the purposes of the sponsored film may be: to build good-will; to publicize a trade-mark; to impress the viewer with the excellence of a product; to show the care with which the sponsor's goods are manufactured and tested, or the extensiveness of his research facilities; or to present the development of the organization and to demonstrate the usefulness of its products in peace and war.

The manner in which these objectives are achieved varies widely. It may range from a mere statement of the sponsor's name or trade-mark at the beginning and end of the picture with no promotion whatever in the body of the film, representing one extreme, all the way to the other which consists of an emphasis on the sponsor or his product so insistent and pervasive as to be offensive to most individuals. Although the latter are rarely encountered in recent



releases, the present approach, though more subtle and refined, may still be objectionable.

**ETHICAL CONSIDERATIONS.** It may be argued that promotion in films is no more objectionable than it is in radio programs, which are an accepted part of our social pattern. The excellence of radio broadcasting and the growth of the radio industry is attributable directly to the system of sponsorship. Few will contend that the public should be denied the benefits of many fine programs because a few sponsors violate the canons of good taste by blatant and excessive advertising. However, the comparison between sponsored broadcasts and sponsored films cannot be extended when we consider the public schools. Radio broadcasts are usually received in the homes of individual families. What the children listen to is the proper concern of the parents, who should be expected to exercise a certain degree of control. Even the children themselves can tune out a program which is considered offensive. However, the student does not have this freedom of choice in the school. The responsibility for what the students are to see (or not to see) devolves upon the teacher and his superiors, who act *in loco parentis*. It would seem that this should be sufficient to protect the children from objectionable influences. But there are other factors to be considered.

Schoolmen are public servants charged with the responsibility for providing the best possible education for the children of the community. This includes providing and making the greatest and most effective use of *all* available visual aids, including sponsored films. Yet, since the schools are supported by general taxation, they must not promote the special interests of any individual or organization to the detriment of others. The following hypothetical illustrations will indicate the nature of this dilemma.

Suppose a very large grocery chain decided to sponsor a film tracing its development and its present methods of operation. This hypothetical production was very carefully planned and the result was a film of significant educational value. It had inspirational appeal in that it showed the growth of an initially small enterprise through the vision and initiative of its founders; it showed the value of the concern to the community through the many new jobs which it had created; it showed many practical phases of distributive oper-

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ations of interest and value to the students, and proved that the effect of its great purchasing power was a substantial reduction in the cost of the products it sold to the public. The name of the concern and its trademark appeared frequently throughout the picture but were not stressed. In fact, it would have been very difficult to delete these identifications, even if it had been desired to do so, since the scenes showed actual company stores, trucks, warehouses, and the like. The picture was interesting and fast-moving, and its commentary and incidental music were excellent. It left the viewer much better informed but also strongly impressed with the size and efficiency of the organization and with a positive desire to patronize it.

*Would the local grocer be justified in complaining that his tax money was being spent to persuade his potential customers to patronize his powerful competitor if such a picture were to be shown in a community school? Should the picture not be shown if it has real educational values not otherwise available?*

Similarly, showing a picture sponsored by, and illustrating the advantages of, a particular make of car might bring an insistence from the local distributor of a competing brand that, in all fairness, the film released by the producers of his brand be shown as well, even though the former was of considerable educational value while the latter was not. It is evident that an attempt to be entirely impartial might conceivably lead to an impossible situation.

**SOME JUSTIFICATIONS.** The above situations, though possible, are not likely to arise. It is to be noted that both examples deal with producers of goods to be sold directly to the consumer. It is in this area that ethical questions are likely to cause the greatest concern. When sponsors do not sell directly to the public, or when a picture is produced by an association, the problem is likely to be less acute. But even if some objections do remain, the pictures cannot be barred arbitrarily. The solution is not as simple as all that. The modern sound picture, when properly used, is generally admitted to be one of the most effective instructional media. The story of what it achieved in the training programs of the armed forces is too well known to require repetition. Educational pictures have a place in the schools, and schoolmen would not be discharging their full



duty to the children if they failed to provide them. However, budgets for the purchase of films frequently have been inadequate, and non-sponsored films produced to meet the limitations of such budgets have been inferior in production and scope to those whose cost is defrayed by the advertising budgets of the industrial giants. Besides, the sponsored films show actual industrial operations and processes *in loco*, a thing which it is difficult for the private film producer to achieve.

It would be improper, therefore, to lay down any blanket prohibition against the use of sponsored films in the schools. The problem resolves itself into one of evaluation—a weighing of the good in a film, against the bad—to determine whether it should be used or not.

**EVALUATION TECHNIQUES.** Evaluation of sponsored films is difficult because of lack of any generally accepted and clearly defined criteria. Flagrant promotion or misrepresentations of facts or conclusions, especially when made purposefully to serve the sponsor's special interests, should of course cause the film to be rejected by the school, but, for obvious reasons, such films are rarely offered. Subtler implications in the film require more careful weighing and the individual charged with the responsibility for making a decision is, if he is conscientious, confronted with a difficult task. In all probability he will be swayed by a comparison between the value of the film as a teaching aid and the degree or extent of the promotional material he considers objectionable. The following two-coordinate evaluation scale for this purpose was devised for use in an in-service course which the writer conducted recently. Each evaluator was asked to place a *cross* in the space that represented his evaluation after viewing the film critically. The "X" in the illustration indicates that the film was considered to be a *very good* teaching aid and to have a *moderate* amount of promotion considered objectionable. Such a film would be considered acceptable if free from misrepresentations and similar disqualifying elements. However, had the film been judged to be merely *good* as a teaching aid, a *moderate* amount of promotion would cause it to be rated unacceptable since the "X" would then fall *below* the heavy line which is used to separate the two categories. It will be noted that this scale is founded on the assumption that the poorer the film is rated

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SCALE FOR EVALUATING A SPONSORED FILM.

Your opinion of the overall value of the film as a teaching aid:

	Excellent	Very Good	Good	Fair	Poor
Negligible					
Slight					
Moderate					
Considerable					
Extreme					

Your opinion of the degree of promotion of the sponsor's special interest which you consider objectionable.

Note: Any rating which falls below the heavy line indicates that the film is unacceptable.

as a teaching aid, the less justification there is for exposing children to its promotional influences.

Terms must be clearly defined if the chart is to be used properly, but nevertheless subjective considerations cannot be avoided completely. However, if a representative group of teachers evaluates a film with this chart, their collective ratings may be significant. It was the purpose of the in-service course, referred to above, to provide such ratings of approximately thirty sponsored films. Unfortunately, the number of teachers participating was too small to warrant recording their conclusion. The group now taking the



course under other instructors is considerably larger, and it is hoped that their conclusions will be significant and may be published. Such data should prove helpful since the burden of evaluation is usually too heavy for the busy individual teacher or supervisor.

Another method used in the evaluation study was to show the film to a group of about 100 unselected students and have them complete a brief report. They were asked to rate the film on a scale ranging from *Excellent* to *Poor*, and to complete the statement: "I never knew that. . . ." Since the students were limited to a single indication of what they had learned from the picture, it was assumed that they would select the item that had made the deepest impression. An analysis of the responses could be used to indicate the subject areas for which the film was suitable and also the value of the film as a teaching aid.

**TYPES AVAILABLE.** There seem to be two fairly distinct classifications of sponsored films at present: (1) those prepared for distribution to social gatherings, church groups, lodge and club meetings and public assemblies of a similar nature *as well as* to the schools, and (2) those which appear to have been prepared *primarily* for use in schools. More of the films available at present seem to be in the first category than in the second. Films intended for general distribution usually are more entertaining and frequently contain narrative elements. As a rule they ignore such academic considerations as compartmentalization of subject matter and so may produce a feeling of uncertainty as to the particular subject classes to which they should be shown. For example, a film may have elements which make it equally useful in science, social studies, and shop classes. While this de-emphasis of subject matter might seem to make the films especially appropriate for assemblies, their classroom values should not be overlooked. When so used the subject matter is just one of many threads which are used to form the fabric of the picture; the student sees the subject matter against a background which makes it more meaningful; integration is effectively achieved. The teacher can and should direct the attention of the students to the particular thread with which the class is immediately concerned. Proper activities should be planned both before and after the presentation to exploit its educational values most fully. It is also desirable to offset the feeling that since the picture *was* entertaining, enter-

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tainment was the *sole* aim.

Those films prepared primarily for use in schools are much more closely keyed to conventional subject areas, usually the sciences and vocational fields. They are frequently quite technical and are not "entertaining" in the same sense that the generally distributed films are. Animation techniques are generously and effectively employed to show "how it works." Cartoon characters are sometimes introduced to give the film a "light touch." Recent releases exploit the added dimension of color to make difficult concepts and processes clearer and are impressive educational instruments. Happily, they also seem to contain a minimum of promotional material and this may represent a trend.

**SOME WEAKNESSES; SOME SUGGESTIONS.** A criticism frequently leveled against both types of films when used for instruction is that they "move too fast" and that they cover too many concepts. A twenty-minute film may easily encompass several weeks' work and so is generally far beyond the learning rate of the average student. The films, therefore, are best employed to summarize and show applications of subject matter previously studied. Some authorities have suggested halting the film at a particularly difficult sequence (leaving the stationary scene on the screen if the projector has suitable facilities for this purpose) and explaining the matter in greater detail. Such a procedure usually fails because any interruption of this kind is invariably associated with marked feelings of annoyance in the students. This is not conducive to the best learning situation. An interruption of the sound track, permitting the teacher to explain the material in language better suited to the level of the class while the action continues, is also unsatisfactory for similar reasons.

A good procedure is to have a brief lesson before the film to orient the class and to indicate sequences to be watched for, followed by a recitation after the film to provide for discussion and clarification of any important points imperfectly understood. An alternative method might be to show the picture after a very brief introduction, discuss and clarify difficult points, and then show the picture a second time. However, neither plan is always possible because the usual 45-minute period is rarely adequate for such comprehensive treatments. Discussions delayed until the following day are usually anti-



climactic and are not so successful as are those held while the picture is still vivid in the minds of the students. Repeating the picture the next day is not practical since heavy demand usually precludes the possibility of retaining the film for more than one day. Possibly to offset these difficulties, at least in part, some films are either accompanied or preceded by teachers' manuals, which may be retained. These are usually prepared with great care by competent authorities. Teachers who can afford the time to study and use these aids will undoubtedly be rewarded by better learning on the part of their students. The teachers' manual has a basic weakness, especially when used *after* the showing of the picture, in that it seeks to recall particular scenes and sequences from a complex and rapidly shifting pattern, quickly shown and often rapidly forgotten. The manual helps the teacher to recall the picture; but it might be better if devices were available to assist the student more directly in recalling it.

Many of the older films are considered too long, some running for 45 minutes. The ideal projection time for a film to be used in a classroom seems to be about 20 minutes, with 30 as a maximum. Those shorter than 20 minutes may appear not to warrant the trouble usually encountered in setting up the projection equipment, while longer films run into problems of attention span and period length.

It is a pity that the classroom value of several fine films designed for general distribution is almost completely destroyed by brief sequences and casting of types which, while quite acceptable to adult audiences, produce undesirable reactions in adolescents. As an example, a film on railroading which runs for more than 30 minutes is seriously marred by a perfectly innocent ten-second sequence near the end of the picture. The intention is to demonstrate the conveniences of a modern railroad car and, among other things, a pretty model is shown slipping off her robe in a glassed-in shower. Boys will be boys under the circumstances. Similarly, actresses should not be *too* pretty or too well-endowed, nor should they walk with too much verve. The handsomeness of male leads is not believed to be quite so emotionally devastating to girls although the writer has had no opportunity to study this interesting question exhaustively.

CONCLUSIONS AND RECOMMENDATIONS. Sponsored films are effective teaching aids frequently possessing values un-

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available elsewhere at present. While the propriety of their use in public schools may be debated on ethical grounds, more often than not such scruples may be properly subordinated if the good in a film is considered markedly to outweigh its objectionable features. This indicates a real need of some group evaluation procedure since evaluation by individuals is time-consuming and inefficient. The stamp of approval of a committee of experts would do much to allay the doubts and uncertainties of those charged with the responsibility of approving films for use in individual schools and classrooms. An evaluation procedure exists at present for approving non-sponsored films offered for purchase. There seems to be no reason, other than possible lack of personnel, for not applying it to sponsored films as well.

MILTON LOWENS

Chelsea Vocational High School

## THE OMNISCIENT SCHOOLBOY

... I was pleased when I saw the scrawl which all the students at the University of Leyden in Holland put up on the wall when they finish an examination. They write it up in chalk and after the examinations are over, I suppose the janitor goes around and brushes it off until the next examination, when they do it again. If the student thinks he has failed, he writes, *Hic sudavi sed frustra*—"Here I sweated but in vain." If he thinks he has passed the examination, he writes, *Hic sudavi et non frustra*—"Here I sweated and I hope not in vain."

—Christopher Morley in *Ex Libris Carissimis*.



## A Ninth Year "Careers" Course

ALEXANDER ROSENBLATT

Prospect Junior High School, P. S. 40, Bronx

In these days of dynamic curriculum change, it is essential that the support of the entire community be won over to a school program which identifies itself with the real needs of its youth, for curriculum revision often implies new and better textbooks and supplementary materials, additional personnel, alteration of existing school facilities, and obviously, a larger school budget.

Briefly, our school program is based on the following principles:

- (1) *Once community recognition of the school's deep concern for the welfare of all its students is achieved, support, both moral and financial, will be forthcoming.*
- (2) *It is the obligation of the school in a democratic society to develop to the fullest capacity the aptitudes and abilities of its youth and to broaden the horizon of educational and vocational opportunities.*
- (3) *Boys and girls with different racial and cultural backgrounds achieve harmony and understanding in their relationships with one another by working together towards a common goal.*

Public School 40, situated in the heart of an interracial community, has undertaken a thoroughgoing program of curriculum revision based on the principles and philosophy stated above.

Not so long ago "Forty" was regarded as the worst headache in the Junior High School Division." "It was a school community characterized by gross disorder, widespread racial antagonisms, wholesale street fighting by both boy and girl students, pernicious 'shakedown' rackets, countless intruders, rowdiness, assaults on teachers, and community apathy." Under Dr. Michael Levine's guidance, the school moved into the area of the curriculum with courses in Special Music and Art. Other courses received "a shot in the arm" with "vital experiences and rich stimuli of current significance."\*

\* *The Changing School Community*—Michael Levine, Social Education, December, 1946.

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One of the new courses was introduced into all the 9A classes this term. It is called "Careers" and is designed for the ninth grade. It is equally applied in English and social studies classes. The course is integrated with a home room period and a library period and is featured by a weekly forum in the auditorium, in which all 9A classes participate. Leading speakers in labor and industry, and representatives from typical secondary schools in New York, as well as outstanding sound films, round out the program. The course was inaugurated by Mr. John B. Sullivan, Director of Public Relations and Education for the New York State Commission Against Discrimination, at the first forum meeting on February 21, 1947. We have also brought additional professional personnel into the picture. The school guidance counselor, a school psychologist, and a home visitor from the Bureau of Child Guidance are available as consultants to teachers, parents, and pupils on a part-time basis, for discussion of personal problems.

The following course of study used in our school was prepared by the author and is submitted in the hope that others may find it a useful aid in their work in educational and vocational guidance. In drawing up the weekly plan, the author leaned heavily on the material prepared by the City-Wide Committee on Ninth-Year Orientation, of which Miss Elsa G. Becker is Chairman—especially Unit Three on *Occupational Information*.

### I. VOCATIONAL PLANNING

#### 1. Introduction.

The purpose of this course of study is fourfold:\* to give youth of junior high school age a start in thinking seriously and intelligently about educational and vocational plans; to assist in the preparation of such plans together with parents, grade advisers, deans, and guidance counselors; to aid them in gathering the necessary facts basic to the preparation of future plans; and to broaden their knowledge and appreciation of the world's work and how it is done.

#### 2. The Importance of Vocational Planning.

"It is important that those who are to guide youth in plan-

\* *Planning Your Future*—Myers and others, McGraw Hill Book Co., New York, 1930, page VII.



ning its future, have an appreciation of the entire process of vocational choice."\* The main steps in choosing a career are outlined by Humphreys in his monograph, *How to Choose a Career*. He writes: "Essentially, there are only two elements in the problem of selecting one's life work: first, occupations; second, oneself."

Therefore, in barest outline, the task becomes:

- a. To learn about the different types of occupations.
- b. To analyze some of them in detail, thereby gathering a large body of helpful information.
- c. To learn all you can about yourself.
- d. To relate these two sets of facts to each other.
- e. To choose a career based on all of the information brought together.

These suggestions of Dr. Humphreys' are in line with accepted principles of vocational guidance. The founder of modern day vocational guidance, Frank Parsons, stressed the importance of the very approach to the problem by showing the need for relating the study of occupations to knowledge of oneself, and the knowledge that can be obtained about oneself. In other words, personal qualifications should match occupational requirements.

## II. MODERN EDUCATION AND THE VOCATIONAL OBJECTIVE

### 1. *Introducing the Study of Occupational Information.*

Organized study of occupational information should be introduced by the teacher after or in connection with the first planned auditorium program on "careers." At that time the students are thinking ahead, and probably have been talking with their parents about their future plans. The skillful teacher will present the study in such a way that the students will have a direct part in outlining the procedure that is to be followed. She asks, "How can we begin to study these various jobs?" In a short time the class will probably suggest a variety of ways. They will probably want to:

- a. Read articles in newspapers and magazines or chapters from books about occupations.

\* *Occupational Outlines*—Science Research Associates, Chicago, Illinois, pp. 5-16.

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- b. Report to the class on occupations.
- c. Interview a person employed in a particular occupation.
- d. Take part in panel discussions.
- e. Make written comparisons of several occupations.
- f. Contribute to a bulletin board of occupational materials.
- g. Visit local industries and businesses.
- h. Invite speakers from several occupations.

Provision should be made for individualizing the work at times, having the students work in committees at other times, and having the class work as a unit sometimes. Let the students plan the minimum work which everyone should accomplish, yet make provision for those who work faster or wish to accomplish more.

In one school, eighth-grade social-studies classes use the following plan. Each teacher makes an alphabetical list of the students in the class, so spaced that lines can be drawn across the page or on a chart. Then lines are drawn up and down the page making a series of small squares to the right of each pupil's name. The first twelve squares can be checked off indicating that the student has read one of the *Occupational Outlines*, or a magazine article, or a chapter from a book on occupations.

Similarly, written reports, panel discussions, and other student activities can be recorded. Checking work done in this way enables the teacher to keep an accurate record of who does what, and to put across the idea of studying for a personal purpose instead of just doing required school tasks. Both teachers and pupils were interested and regarded the plan as the most interesting part of the program.

### 2. *Reading Activities Come First.*

Teaching occupational information begins with reading. Materials should be distributed in such a way that every pupil has the opportunity of reading about a wide variety of occupations. Pupils should also use occupational studies to compare and contrast those in which they are interested. Periodi-



cals should be used. To be of any real value occupational information should be accurate and up-to-date.

### 3. *Planning Other Activities.*

During this initial reading period, the teacher should be helping the students to plan the carrying out of other activities. He knows that three girls like to do panel discussions together, and interests them in giving one at a later class period on a subject like *Commercial Fields for Girls* or *Why Take Home Economics?* There is the boy or girl or committee who like to work to keep the bulletin board attractive and up to date. The teacher has appropriate materials for room decoration and plans with the class the most attractive manner in which they can be displayed without losing their educational value. A group may be interested in dramatizing the work of a nurse, or doctor, or businessman. They ask if it will be all right and when they can do it.

At all times the teacher is the coordinator of such activities. While he may take parts of class periods for giving instructions and presenting general information, as much as possible the getting of information is accomplished through student activity instead of through teacher presentation. After the initial reading period (from one to three days) part of each class period may be reserved for individual work, the rest given over to reports, panel discussions, and class discussions.

### 4. *Employing the Technique of the Panel Discussion.*

A panel discussion does not mean a series of short talks or reports by a group of students at the front of the room. It can best be initiated by the teacher's sitting down with two students and talking over a possible topic to be used in the presentation. Then the students gather and think through material centering around the topic, afterward presenting it to the class. It is best for the three participants to sit together, at the front of the room, and the teacher to lead and direct the discussion at the beginning, but help as much of the conversation as possible to come from the student members. In later panels, students alone can be used. The panel chairman should encourage discussion by the rest of the class at the close of the regular panel, and the teacher either may re-

main out of the discussion or take part as one of the audience. This activity has met with great success because of pupil participation and interest. The general rule to keep in mind is this: the greater the amount of student participation, the more intense normally will be the interest of students.

### 5. *Talks by Visitors, and Trips.*

First-hand observation of people at work is always interesting to young people of junior high school age. This can be accomplished through having members of the class interview people employed in various occupations and report to the class. National and local conditions can be compared by getting information locally and comparing with the national situation. The entire class may make trips to local industries and businesses after first discussing the jobs to be observed according to the contents of a plan such as offered in *Occupational Outlines* published by Science Research Associates of Chicago, Illinois. More discussion should of course follow the trip. If the students or teacher knows of individuals in the community who can give interesting and informative talks on particular occupations, they can arrange to have these people visit and talk to the class. Many outside speakers appreciate having an outline of the essential items in the study of an occupation on which to base their talk.

### 6. *Methods of Using Occupational Material in the Home Room.*

Each home room may have its own bulletin board on "Vocational Trends" and "Vocational Information" with pictures brought in daily by the students. A committee charged with the task of changing the bulletin board weekly should collate and decide what materials to post. Each home room should have its own collection of periodicals, magazines, bulletins, which it may borrow from the school library for short periods from time to time, or collect by itself and later contribute to the library for the benefit of all. Many of the techniques suggested for English are also adaptable for and can be used successfully in home room periods. Most effective use of occupational material in the home room comes through cooperative teacher-supervisor-student planning of the entire program.



## 9A COURSE OF STUDY IN "CAREERS"

Note: Activities need not follow chronological sequence listed below. Needs and interests of your particular class will determine content and sequence.

Weekly Lesson	Topic and Scope for Week's Work	Auditorium Period Fridays 1:45-2:30	Library Period Organization Orientation Rules	Home Room Period	Reference Detjen "Home Room Guidance"
1	1. Importance of Vocational Planning. a. Work is important (1) to the individual (2) to the community 2. A wise choice of work is important.	Feb. 7 Organization. Aims of course Talk by voc. guid. counselor	Organization Orientation Rules for use of books	Week I Org. of Home Room	Detjen pps. 237- 248
2	2. Essentials of vocational planning. a. Understanding the world of work. b. Need for detailed study of occupations in which there seem to be interest and aptitude.	Feb. 14 Mr. Prager Machine & Metal Trades High School	Individual research Committee work	Week II Advantages of an education	pps. 249- 254
3	3. Understanding yourself a. Abilities b. Interests c. Aptitudes Definitions and descriptions Analysis and questionnaire	Feb. 21 Inaugural— Mr. John B. Sullivan State Com. against Discrimination	Group and indi- vidual projects	Week III Personality traits and habits essen- tial to success in school	pps. 255- 264
4	Comparing assets and liabilities with requirements of the vocation under consideration	Feb. 28 Miss Krosk H. S. of Indus- trial Arts	Exhibit of pictures on vocations	Week IV Occupations open to Jr. & Sr. H. S. Grads.	pps. 269- 274

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5	5. Important Realizations a. Need for training b. Need for possession of more than one skill c. Fallacy of "blind alley jobs" d. "The square peg in the round hole" fallacy e. Need for flexible attitude	March 7 <i>Finding Your Life Work</i> Sound Film	Group and indi- vidual projects	Week V "Same as Above"	pps. 269- 274
6	a. Avoidance of common errors in making your choice b. "Next person's job" is better c. White collar illusion d. Perfect "niche" illusion e. Jumping to wrong conclusions	March 14 Miss Loomis Counselor Central Commercial H. S. Speaker	Group and indi- vidual research	Week VI "Same as Above"	pps. 269- 274
7	7. Aids to making good vocational plan a. Tryout experiences b. Activities outside of school 1. Part time employment 2. Hobbies 3. Vacation jobs 4. Summer camps 5. Training programs in industry	March 21 Mark Starr Ed. Dir. I.L.G.W.U. of A.F.L. on "Labor"	Committee work or individual research	Week VII "High School or Work"	pps. 274- 281
8	a. Substitutes for try-out experiences 1. Work samples 2. Psychological tests 3. School marks 4. Hobbies 5. Interviews with workers 6. Trips to observe 7. Reading including fiction 8. Radio broadcasts & recordings 9. Motion pictures	March 28 George Gregory Director Forest House "Social Work as a Career" Speaker	Extensive reading on specific occupations	Week VIII The 9th Grade Course	pps. 282- 303

CAREER COURSE



Weekly Lesson	Topic and Scope for Week's Work	Auditorium Period Fridays 1:45-2:30	Library Period Organization Orientation Rules	Home Room Period	Reference DeJen "Home Room Guidance"
9	The World of Work Today. a. Contrast with period before industrial revolution b. New inventions c. Change to factory system and mass production	April 4 Easter Holiday	Free Reading on Specific Occupations	Week IX <i>Choosing H. S. Subjects According to abilities "Commercial Course"</i>	pps. 282- 303
10	a. Growth of cities b. Women and children in industry c. Machine age	April 18 Speaker and Film Central Needle Trades H. S.	Reading About Occupations	Week X Same as Week IX	pps. 282- 303
11	Labor Unions a. Why formed b. Types of unions c. Aims and policies d. Objections to labor unions e. Arguments for labor unions 1. Labor's weapons 2. Industry's weapons 3. Effect of industrial warfare 4. Path to industrial peace Time—2 to 4 weeks; added time may be taken if desired	April 25 Miss Wembaugh— Jane Addams Voc. H. S. Speaker	Reading and Reporting on Occupations	Week XI <i>Planning for the future</i>	pps. 316- 321
12 through 19	A close-up individual study of one or more fields of occupations based on following plan: a. What are the occupations in this field of work? 1. For beginners 2. For experienced workers	May 2 Film	Pictorial Exhibit on High Schools of N. Y. C.	Week XII <i>"Causes of Vocational Failure"</i>	pps. 327- 328

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CAREER COURSE

12 t h r o u g h 19 Cont'd.	b. What do workers in these occupations do?	May 9 Felix Bein Food Trades Industrial H. S. Speaker	Literature about N. Y. City High Schools	Week XIII Importance of self analysis in choosing a vocation	pps. 329- 335
	c. How does a person train best for these occupations? 1. What H.S. subjects offer the best preparation? 2. Is college education advisable? 3. What schools offer training? At what cost? Of what does the training consist?	May 16 Film <i>Scientists for Tomorrow</i>	Committee Work and Individual Research	Week XIV Important facts one should know in making a voca- tional choice	pps. 336- 340
	d. How difficult is it for a beginner to get a job? Is this an over-crowded field of work? How does it compare in this respect with medicine, teaching, accountancy, engineering, stenography, etc.	May 23 Film <i>Unfinished Rainbows</i>	Committee Work and Individual Research	Week XV <i>"Applying for a position"</i>	pps. 426- 439
	e. What are the chances of advancement? How quickly may one advance? What are the top jobs? What do they pay?	May 30 Decoration Day	Reading by Committee on Occupations. Individual Research	Week XVI Intensive personal study of a few occupations or schools	1. Vocational 2. Pamphlets— High School 3. Literature Pictures



Weekly Lesson	Topic and Scope for Week's Work	Auditorium Period Fridays 1:45-2:30	Library Period Organization Orientation Rules	Home Room Period	Reference Detjen "Home Room Guidance"
12 t h r o u g h 19	h. What can I read that will help me to understand this kind of work? i. What schools in the vicinity of N. Y. C. offer training in this work?	June 6 Mr. Luloff Voc. Counselor Metropolitan Voc. H. S. Speaker June 13 Film Steel June 20 "Closing Exercises"	Art Exhibit on Occupations  Exhibit of culmi- nation of units— scrap books Exhibit of Work	Week XVII Same as Above  Week XVIII Same as Above  Week XIX "Summary and culmination"	Same as Above  Same as Above  Personal Scrap Books and Records

Cont'd.

## Suggested Weekly Plan for Weeks 12 through 19

For those choosing occupations, or leaving school for work: Use time for remainder of term in intensive study of selected occupations as outlined in detail above; comparison of assets and liabilities with those who are successful workers; individual conferences with teacher, grade adviser, guidance counselor; parents interviewed with boy by guidance department before decision is made.

For those selecting high schools, begin study 9th week of term:

(For references on *Planning your H. S. Course*, see syllabus for 9th year orientation course—Unit two)  
The Facts about Education

1. Importance of educational planning
2. Essentials of planning
3. Educational opportunities in the public high schools of

## N. Y. C.

- a. Characteristics common to all N. Y. C. high schools
- b. Aspects in which N. Y. C. high schools differ
- c. Courses offered in the day high schools of N. Y. C.
- d. Educational opportunities in private schools on the high school level
- e. Educational opportunities after high school
  - a. Non-degree granting institutions
  - b. Degree granting institutions
- f. Financial Aids
  - a. While in high school
  - b. After high school
- g. Scholarships, etc.
  1. Foundations, etc.
  2. Foundations, etc.
  3. Work-Study plan

HIGH POINTS [June, 1947]

## Recent Criticisms of the Teaching of Mathematics in the High Schools\*

IRVING ADLER

Straubenmuller Textile High School

Criticism of the teaching of mathematics in the high schools has taken two forms. One type of criticism rejects the aim pursued by high school mathematics teachers. In this category is the complaint by some teachers in engineering colleges that their entering students have not been trained to carry out certain specialized, complex algebraic manipulations. To satisfy these critics would require a reversal of the trend that we have deliberately followed for decades towards greater attention to the understanding of basic concepts, and the elimination of complexities that do not contribute to this understanding. I think it is unnecessary to give consideration to such criticism at this time, beyond reminding the critics of the distinction between general education and specialized training. Specialized training that is given too early is wasteful in two ways: first, it robs the student of the opportunity for experiences that are more significant for his general education; secondly, it gives him only skills that he loses through disuse. The appropriate place for specialized training is the technical school; the appropriate time is immediately before it is needed.

A second type of criticism questions the effectiveness of the methods by which we seek to realize our aims. This kind of criticism always merits serious consideration.

RETENTION THE TEST. The success or failure of our efforts in the teaching of mathematics is shown not so much by what our pupils can do immediately after the period of instruction as by what they retain for a long period of time. It is natural, therefore, that high school mathematics teachers be interested in the study by Orleans and Loucks on *The Knowledge of Prerequisite Algebra Possessed by Students of College Algebra*. A careful reading of this study, however, yields meager rewards. Its positive values in presenting some interesting data and a few valid conclusions are outweighed by its inadequacies arising from false assumptions, some

\* Delivered at the joint meeting of the Association of Chairmen of Departments of Mathematics and the Association of Teachers of Mathematics on March 29, 1947.



invalid conclusions, and overall superficiality of treatment of the problem.

The authors present data showing that a body of presumably superior students had a low level of achievement on a test made up of operations essential for success in college algebra. They assume that this test is a valid measure of the success of high school mathematics teaching. This assumption is contradicted, however, by the well-known fact that skills are lost through disuse. A valid test of residual learning, while including measures of retention of specific knowledge and skill, must also measure other less tangible outcomes; for example, 1) *the ability to read with comprehension an explanation that uses algebraic techniques*, and 2) *speed and facility in re-learning a particular skill*. The construction of such a test would require knowing in advance what long-term outcomes we aim for and can reasonably expect. It would be more difficult to make up a test of this character, but it would be worth the effort.

Anticipating criticism of this kind, Orleans and Loucks explain that the forgetting by these students should have been overcome by some eight to eleven weeks of instruction in college algebra that they had before taking the test. This explanation assumes that the only possible outcome of college instruction is an increase in knowledge and skill. When I challenge the validity of this assumption it is not my intention to question the quality of college mathematics teaching. The assumption is incorrect because it ignores the significance of interference phenomena in the psychology of learning. I shall explain this point in greater detail later.

**A PARTIAL TRUTH.** One of the conclusions drawn by the authors is valid and very significant: the results of the tests show that *many of the pupils carried out mechanical operations divorced from meaning, and therefore did not know when they were confusing or misapplying operations*. However, Orleans and Loucks have failed to grasp the full significance of this fact. They explain this deficiency as the outcome of routine learning that pays little attention to comprehension. This explanation is only partially correct. It is undoubtedly true that routine mechanical instruction has not been completely banished from the mathematics class. But it is also true that the last two decades have seen giant strides in the direction of more meaningful mathematics instruction. If the deficiencies revealed by the tests were merely the outcomes of poor teaching, (and the

teaching of mechanical operations divorced from meaning is poor teaching), then the problem posed by these poor results would be an easy one to solve. The chief significance of these test results, however, lies in the fact that many if not most of the students were the beneficiaries of good instruction whereby operations were taught in intimate connection with the meaning of the operations. The problem posed by such a view of the results is most important: how do we account for the fact that students who have learnt certain procedures in intimate association with their meaning will, after a lapse of time, use these procedures without reference to meaning? Orleans and Loucks show no awareness of the existence of this problem. The answer to the question requires an examination of the nature of mathematical symbols and the psychology of symbolism.

It is their failure to see this question or its answer that leads Orleans and Loucks to draw the wrong conclusion that the cause of the students' errors is "wrong understandings." My reasons for rejecting this conclusion will become clear as I delve into the underlying significant problems that were untouched by their superficial analysis.

### I. *The Fetishism of Algebraic Symbolism*

It is a property of some objects and symbols used in many spheres of human activity that characteristics derived from some primary source are revealed by these objects as though they were immanent properties. These objects then seem to lead a life of their own, operating under their own laws of motion. This property of objects or symbols may be referred to as *fetishism* because it parallels the primitive belief that tangible inanimate objects possessed in themselves some kind of mysterious power. In economics, for example, a comparison of the values of two commodities appears as a relationship between the commodities themselves. However, this relationship is merely an expression of a social relationship between the people who produced these commodities. A relationship between people here appears as a relationship between things.

All algebraic symbolism has a fetishistic character. For example, the exponential notation is originally established as a short-cut for the writing of repeated multiplication by the same factor. From this, its original meaning, certain laws of exponents are derived. These laws of exponents are then used without reference to their origin, as though they were immanent properties of the exponential



symbolism itself. It is precisely through this use of the laws of exponents without constant reference to the underlying meaning that the symbolism becomes useful as a short-cut. If we had to write out the meaning of a power every time we used it, there would be no advantage to using it. But now, once we have taken the fateful step of using the symbol in accordance with its own laws, without reference to its meaning, we cease to govern the symbol and the symbol begins to govern us. The tendency of exponents to go their own way, in accordance with their own laws, is so strong that we soon reject the original restriction of exponents to natural numbers only, and permit them to be fractions, negative numbers, irrational numbers and even complex numbers. Not only have we stopped referring to the meaning of the exponential symbolism; we have repudiated it!

The fetishistic character of algebraic symbolism therefore makes it inevitable that we carry out operations without reference to their original meaning. This inevitable tendency entails certain advantages as well as certain dangers. Among the advantages are: 1) *The simplicity and speed of mechanical procedures, making possible not only rapid algebraic manipulation by men but also by machines, which certainly have no awareness of the meaning of the operations they perform!* 2) *The generalization of definitions, and even the extension of the number system itself. Negative numbers and imaginary numbers grew out of "meaningless operations" forced upon us by our symbols.* 3) *The development of abstract postulational systems in which our symbols have no meaning apart from the postulated rules of operation. Were it not for the fetishistic character of our symbols there would be no Modern Algebra, no Non-Euclidean Geometry, no Group Theory.*

Among the dangers are: 1) The confusion of operations that have certain superficial similarities. This is what happens when a student loses his denominator in the addition of fractions. The procedure for the addition of fractions has something in common with the procedure for solving fractional equations. When consciousness of the meaning of the two operations is not present to emphasize how they differ, their similarity may lead the student astray. 2) Extension of a rule beyond its domain of validity. This is what happens when a student says  $(3m^2 - 2d)^2 = 9m^4 + 4d^2$  or  $\sqrt{9 + 16} = 3 + 4$ , or the reciprocal of  $4 - \frac{5}{X}$  is  $\frac{1}{4} - \frac{X}{5}$ . He is merely using the distributive law for an operation for which it does not work. Our poor

## MATHEMATICS IN HIGH SCHOOL

benighted college algebra students are not alone in committing this error. It is well-known that no less a mathematician than Euler manipulated divergent series as though they were convergent, and that other mathematicians, equally competent, used infinitesimals in very strange ways indeed. If you plead extenuating circumstances for these men because they were pioneers blazing trails in the mathematical wilderness, then please remember that, to our young college students, mathematics is still a jungle with many traps for the unwary, and that, though many have trod the path before him, he too is a pioneer in the sense that this is *his* first journey down the trail. The tendency to extend a rule beyond its domain of validity is inevitable. We cannot hope to eliminate it. We can only seek to counteract it.

### II. Interference Phenomena in Learning

One of the paradoxes of teaching that every algebra teacher experiences repeatedly is that under certain conditions the more your pupil learns, the less he seems to know. This happens when two skills, originally taught in isolation, are first combined in one complex operation. The skills may interfere with each other with the resultant loss of the original skills. For example, a class may master the addition of polynomials and the multiplication of monomials, but as soon as you teach the multiplication of polynomials, new errors never made before begin to appear. For example, adding  $3x$  and  $2x$ , which always yielded  $5x$ , now occasionally yields  $5x^2$ ! Interference is especially common where operations have superficial similarities, as in the confusion of the addition of fractions with the solution of fractional equations.

### III. The Simple and the Complex

The grasp of meaning on a lower level of skill does not automatically assure the ability to apply the skill in a more complex situation. The fact that a student can give you many fractions equivalent to  $\frac{3}{4}$  shows that he understands the principle that multiplying numerator and denominator of a fraction by the same number does not change the value of the fraction. His grasp of this concept does not automatically make him capable of simplifying a complex fraction, as every teacher of intermediate algebra knows. The application of an old principle to an unfamiliar complex situation requires



specific teaching and specific drill to overcome the unfamiliarity and to counteract any interference phenomena that may be present.

Throughout the study, Orleans and Loucks refer to the test exercises used as simple. Getting the reciprocal of  $4 - \frac{5}{x}$  may appear to be simple to them but it is very far from being simple to a student. What can be "simpler" than asking for the product of  $\sqrt{5} \times \sqrt{5}$ , or the value of  $10 \log_{10} 8$ ? You "simply" have to use the definition of square root, or the definition of logarithm to get the answer without computation. It appears simple only to a person who has a full grasp of the *generalization* that is embodied in the problem.

#### IV. The Specific Nature of the General

When commenting on the failure of many students to factor correctly  $5(d + 3) - 2m(d + 3)$ , Orleans and Loucks point to the fact that this expression is merely the first step in the multiplication of  $d + 3$  by  $5 - 2m$ . They then conclude that the failure to perceive this fact and use it in carrying out the inverse operation is an illustration of "learning without meaning." In other words, they expect that simply from learning how to multiply two binomials the student should be sufficiently aware of the distributive law of multiplication to recognize its appearance in this example. This assumes that awareness of generalization is spontaneously distilled out of experience with specific applications of the generalization. Such an assumption is refuted by the daily experience of every teacher.

In the teaching of a generalization that is applicable to many types of exercises, there are three distinct levels of power that can be developed: 1) *Ability to solve examples of one type*. This can be developed by specific drill with examples of this type. 2) *Ability to solve examples of several types*. This can be developed by specific drill in each type separately, followed by miscellaneous drill. 3) *Ability to solve examples of any type which illustrate the same general principle*. This can be developed as a generalization from the second level. Recognition of the general principle in the specific types is itself a specific skill that must be taught separately and explicitly. As a matter of fact, it is a skill of a high order that some people never attain.

For example, motion problems, coin problems, mixture problems, and interest problems, all taught in algebra as separate types, are all based on the same underlying concept of *rate*. Recognition that

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these different types are merely different disguises of but one problem takes place only on a very high level of mathematical ability attained after extensive experience with the different types. *The theory that you can teach mastery of all types by teaching no types is invalid because it places the general before the specific.*

#### V. Operations and Algorithms

Throughout their analysis, Orleans and Loucks use the vague term "procedures" instead of the more precise term "operation" and "algorithm." They thus obscure an important distinction that provides a clue to the manner in which we can develop understanding and skill in manipulation simultaneously. An algorithm is a mechanical procedure for performing an operation. The same operation can sometimes be performed by several different algorithms. Not all algorithms are equally good vehicles for developing understanding. For example, we can solve  $x - 2 = 4$  by "transposing" 2, or by adding 2 to both members of the equation. The latter algorithm should be used because it reveals the meaning of the operation, rather than hides it.

Coming back to the problem of factoring  $5(d + 3) - 2m(d + 3)$  we see that the difficulty of this problem depends on the algorithm for multiplication that the pupil has been taught. If he has been taught to multiply  $d + 3$  by  $5 - 2m$  in this form

$$\begin{array}{r} d + 3 \\ 5 - 2m \\ \hline 5d + 15 \\ \phantom{5d + 15} - 2md - 6m \\ \hline 5d + 15 - 2md - 6m \end{array}$$

he will not see the relationship between the factoring example and multiplication. If he has been taught the following algorithm, however, he may see it:

$$\begin{array}{r} (5 - 2m)(d + 3) \\ 5(d + 3) - 2m(d + 3) \\ 5d + 15 - 2md - 6m \end{array}$$

We might well consider the possibility of rejecting the former algorithm in favor of the latter.

In this critical analysis of the study by Orleans and Loucks we have discovered that some of the student deficiencies that they uncovered arise not from "wrong learnings" as they claim, but from



inevitable tendencies inherent in the nature of the subject being studied and the nature of the human mind. Having recognized the source of these tendencies toward error, however, we can prescribe appropriate methods of counteracting them:

1. We can agree with Orleans and Loucks on the fundamental importance of teaching for understanding as well as skill in manipulation.
2. However, since initial understanding of meaning tends to fade into the background as attention is increasingly focussed on mechanical manipulation, therefore *reteach* meanings again and again.
3. Because skills learned in isolation will interfere with each other in combination, reteach meanings on each level of complexity, and give specific drill on each level of complexity.
4. Use algorithms that reveal meaning instead of hiding it, even if they take more time.
5. To keep meaning in the foreground, always estimate your answer before solving, and check your answer after solving.
6. Implicit relationships are not spontaneously perceived. This is especially true of generalizations. To teach them, provide experience with many specific situations in which the relationship is implicit, and then teach the relationship *explicitly*.
7. Skill deteriorates with disuse. For the development of higher levels of skill needed in advanced work, teach *immediately before use*, with due regard for the principles listed above. This is a responsibility that the colleges themselves must undertake.

#### DOUBLE-FAULT

Timotheus, an old well-known music-teacher, used to demand double payment of all those pupils who had taken instruction with other teachers before they came to him; the reason that he gave was that he had much more trouble in teaching these pupils than those who had not already acquired bad habits for him to break them of. Go ye and do likewise, ye teachers of languages!

Otto Jespersen in *How to Teach a Foreign Language*.

## The Antiquarian's Corner

### FANCY FREE

Do you sometimes wonder what thoughts and flights of fancy are coursing through the minds of the pupils as you try to stir their imaginations? As you speak of other times and places do the pupils feel themselves transported so that they identify themselves with the people of that era or do they raise their hands intently and ask whether this work is required for the examinations? Or are their minds on something else like the game being played that day?

In literature you will find varied answers. David Morton, the modern poet, speaks for one group in his lovely sonnet, *The School-boy Reads His Iliad*.\*

The sounding battles leave him nodding still:  
The din of javelins at the distant wall  
Is far too faint to wake that weary will  
That all but sleeps for cities where they fall.  
He cares not if this Helen's face were fair,  
Nor if the thousand ships shall go or stay;  
In vain the rumbling chariots throng the air  
With sounds the centuries will not hush away.

Beyond the window where the spring is new,  
Are marbles in a square, and tops again,  
And floating voices tell him what they do,  
Luring his thought from these long-warring men,—  
And though the camp be visited with gods,  
He dreams of marbles, and of tops, and nods.

The Antiquarian likes this poem not only for its classical allusions but also for the probable truth of the observation occasionally reminiscent of his own experiences. For consolation he turns to an older writer, an antiquarian of the past, Anatole France, who wrote in a different vein on the same topic in the sketch entitled "*Les Dernières Paroles de Décimus Mus*" in *Le Livre de Mon Ami*. One day Anatole France, or Pierre Nozière as he calls himself in this piece, picked up a battered copy of Livy in a book-stall along the quays. Riffing through the pages, he came upon the line, "*The remnants of the Roman army reached Canusium under the shelter*

\* *Poems, 1920-1945*, by David Morton, (New York: Alfred A. Knopf, 1945).



of night." Immediately he thought of his one-time teacher of Latin, Monsieur Chotard.

The portrait of M. Chotard belongs to the gallery of unforgettable pen sketches of teachers. Old but well-preserved, M. Chotard was a timid soul easily frightened on the battlefield of life but an indomitable hero in the classroom. Text in hand, he led the soldiers of Brutus at Philippi with unsurpassable grandeur, courage and heroism! His body was of this world but his soul belonged to another world entirely. He bled with Leonidas at Thermopylae, sailed on Themistocles's ship in the Bay of Salamis, fought in the ranks next to the consul Aemilius Paulus at Cannae, and fell bleeding at Lake Trasimene where a fisherman later recovered his knight's ring. He defied Caesar and the gods at Pharsalia, and brandished his broken sword over the body of Varus in the Hercynian forest.

In his daily life he was afraid of burglars, mad dogs, thunder, carriages, and of everything near and far which could hurt the hide of an honest man. However, in the classroom he was a redoubtable warrior who did not spurn the use of the most tricky stratagems. One of his favorite ruses was to draw the Roman army into a defile and to crush it with boulders—with or without the compliance and cooperation of the Romans.

*"He assigned us as composition topics, in Latin as well as in French, battles, sieges, expiatory and propitiatory ceremonies, and while reading the corrected copies of these narratives he spread all his eloquence before us. His style and diction expressed the same martial enthusiasm in both languages. Sometimes he had occasion to interrupt the flow of ideas to mete out deserved punishments, but the tone of his voice remained heroic throughout these events; with the result that, speaking with the same delivery, now as a consul exhorting his troops and now as a teacher of the third grade handing out penalties, he so disturbed the minds of the boys that it was impossible to tell whether it was the consul or the professor speaking. One day he outdid himself in this type of oratory with an incomparable speech which we all knew by heart. I myself took the trouble to write it in my notebook without omitting a single word."*

*"Here it is just as I heard it, and just as I still hear it, for it seems to me that the thick voice of M. Chotard still rings in my ears and fills them with its monotonous solemnity."*

## THE ANTIQUARIAN'S CORNER

### THE LAST WORDS OF DECIUS MUS\*

"About to devote himself to the divine Manes and already pressing upon the flanks of his fiery charger with his spurs, Decius Mus turned for the last time to his comrades-at-arms and said to them:

"If you do not better observe the rules about keeping quiet, I will keep you all in. For our fatherland, I am entering immortality. The abyss awaits me. I am about to die for the common safety. Monsier Fontanet, you will please copy ten pages of the rules of grammar. So, in his wisdom, has decreed Jupiter Capitolinus, the eternal guardian of the Eternal City. Monsieur Nozière, if, as it seems to me, you are again passing your homework to Monsieur Fontanet for him to copy as he generally does, I will write to your father. It is just and proper that a citizen should sacrifice himself for the common safety. Envy me and do not weep for me. It is stupid to laugh without cause. Monsieur Nozière, you will stay after school on Thursday. My example will live among you. Gentlemen, your tittering is such a nuisance that I can't tolerate it. I will tell the principal about your behavior. And, from the bosom of Elysium which lies open for the shades of heroes, I shall see the virgins of the Republic hang garlands of flowers at the feet of my statues."

\* \* \*

As might be expected, some of the pupils found this combination of Livy and Chotard very amusing. Among them was little Pierre who had a tremendous inclination to laughter which he exercised mainly upon the last words of Decius Mus. *"When, after giving us the strongest cause for laughter, Monsieur Chotard added that it is*

\*Publius Decius Mus was one of the consuls during the war between the Romans and the Latins in 340 B.C. Each consul dreamed the night before the battle of Veseris that the army of one side and the general of the other were "devoted" to death. The two consuls thereupon agreed that the one whose wing first began to waver should devote himself and the army of the enemy to death. When the left wing commanded by Decius Mus first began to give way, he rushed into the thickest of the enemy and was slain. The Romans subsequently won the battle. His son imitated his example in the battle of Sentinum against the Gauls in 295 B.C. The unadorned stories are found in Livy, Book VIII, Chapter IX and Book X, Chapter XXVIII.



stupid to laugh without cause, I hid my head in a dictionary and lost all idea of what was going on. Those who have never split their sides at the age of fifteen with a crazy fit of laughter under a hail of penalty work have missed a rare pleasure."

Still, when he didn't cause the youngster to laugh, M. Chotard filled him with enthusiasm. The boy, unlike the lad in Morton's poem, didn't dream of tops, but felt instead "the attraction and nobility in what is so well named belles-lettres," until he came to believe as so few do today that "six or seven years of literary culture give to a mind well prepared to receive it, an elevation, graceful strength and beauty which can be obtained in no other way."

Even the Chotards help for in the boy were inspired sublime dreams, one of which Pierre Nozière always had whenever he heard M. Chotard intone the words, "The remnants of the Roman army gained Canusium under the shelter of night."

Little Pierre did not sleep while cities and armies fell nor did he dream of marbles and tops but instead he dreamed this dream:

"I saw passing in silence, by the light of the moon, in a bare countryside, along a road lined with tombs, pale faces begrimed with blood and dust, dented helmets, tarnished and battered breastplates, and broken swords. And this vision, half-veiled and slow to fade, was so impressive, so sad and proud, that my heart used to leap with sorrow and admiration in my breast."

Truly, as Anatole France comments, "The imagination of children is marvelous. What remarkable dreams pass through the heads of little scamps!" Unfortunately, on the most recent occasion when my Latin students read the last words of Decius Mus (in a vastly simplified and abridged version) the Dodgers were playing the St. Louis Cardinals in that famous play-off series. I am sure that *les polissons* had their dreams too and that like Decius Mus they were ready to devote themselves to save the day! You never know what dreams pass through the minds of our youngsters!

MORRIS ROSENBLUM

Samuel J. Tilden High School

### CURRICULUM REVISION IN EARTH SCIENCE

During the war the problem of curriculum making in earth science offered no great challenge. The army and navy emphatically made it known that knowledge of topography and meteorology was essential to the members of the armed forces. Experienced officers conferred with earth-science teachers, giving very clear and concise directions

### EARTH SCIENCE

about the materials that should be included in the course of study for meteorology, and for topography and map reading.

Now that these requirements are no longer a major consideration the tendency is to revert to the original course of study in earth science, which in content has much in its favor. However, a newer approach to the subject and a more realistic treatment of earth science materials are necessary to meet present-day needs. In many schools instructors of earth science are once again going through the routine of preparing students to pass the Regents examinations because they need additional Regents credit for graduation. This situation is all too familiar to teachers who long to make their subject a delight, and not one in which facts must be mastered.

Another problem is the increasing number of less-gifted pupils in the high schools, an inevitable outcome of the laws requiring pupils to remain in school until a certain age. These problems are not necessarily insurmountable to the resourceful teacher. Steps can be taken to adjust the course of study to the pupils' needs, and Regents examinations should not be a requirement for the less-gifted pupil. For such students earth science is a rich field for developing those intangible qualities that make a well-adjusted personality.

**PROBLEM SOLVING.** There is no doubt that problem-solving should be the major activity in earth science. Developing the ability to think problems through to a logical conclusion is one of the most important objectives of education. The world today is badly shattered and its resources woefully depleted because man does not engage in reflective thinking. Had humanity been trained to reason scientifically this recent war would never have occurred. It is the function of all educators to train our youth to think critically so that they may live effectively in the democratic world that their parents have tried to build for them.

Earth science lends itself readily to an organization built around problems both large and small. These problems develop critical thinking by requiring the use of facts and information, the formulating of hypotheses, the drawing of conclusions and the growth of scientific attitudes, imaginativeness, ingenuity, and creativeness.

A rich life is one that is crowded with problems and decisions that have to be made. Therefore, problem-solving is essential to train pupils to adjust themselves to a world fraught with daily problems.



Self-confidence develops from the acquisition of a growing stock of information, an outcome of problem-solving activities. A sense of intellectual power, furthermore, results from the use of materials in the studying of issues and the drawing of conclusions.

**EARTH SCIENCE IS ADAPTABLE.** Guidance counselors, grade advisers, and teachers are all too well aware of the grave problem that maladjusted pupils create in a school, and maladjustment in varying degrees is common in large numbers of our pupils. These maladjustments may be caused by a number of different factors such as ineffective parental control, broken homes, poverty, insecurity, lack of affectionate understanding, a sense of inadequacy, and, most frequently, a sense of failure. The problem of improving home relations for the pupil is not within the scope of this discussion. However, we most certainly can improve school conditions so that our students will not leave our high schools embittered because of an overwhelming sense of failure and inadequacy resulting from their inability to cope with the subjects of our high school curriculum. Earth science, although rich in problems and materials for the superior student, can be adjusted to the needs of the less gifted. Here the quarrel begins. Many teachers unrealistically believe that a subject should not be impoverished for those who are unable to master the content of the course of study. Such educators are not yet fully aware that one of the primary functions of education is to develop an integrated personality in every individual. "And what has personality to do with the course of study in earth science?" these people may ask. The answer is that a successful program in all subjects as well as in earth science should be developed by simplifying the course of study so that failure, which stunts normal personality development, may not be inevitable for the less bright pupils.

**EARTH SCIENCE ACTIVITIES.** However, in the very nature of things, every human being must accept a certain amount of failure and frustration, for the integrated personality is one that experiences some conflicts and is not free of frustration. Creativeness is highly important in the development of personality and in the improvement of mental health. The course of study in earth science can and should provide many opportunities for students to engage in creative work. I have found students who were glum recluses burgeoning into social

## LIBRARY

beings through such creative activities as constructing relief models from contour maps, drawing charts of geological cross sections, assembling weather instruments, and organizing mineral collections. These may be termed extra-curricular by some because these activities may be carried on as club work. In reality they are co-curricular, since the curriculum is the sum total of all the pupil's experiences in the school. Indubitably, creative activities help to cushion the impact of conflicts in the lives of pupils because creativeness occupies a mind which might otherwise be engaged in worry over personal problems.

**LEISURE.** Like many other subjects in the curriculum, earth science should provide hobbies that are valuable in enriching leisure moments. Such unit studies as rocks and minerals should be so organized and presented that an abiding interest may be awakened in the student. It has been my experience that pupils can be stimulated to observe rocks carefully when they are vacationing away from the city. Very often apparently indifferent pupils have brought me rock specimens which they wished to have identified. During the war one of my former students, who had become a soldier, sent to me for identification some mineral specimens found in some far distant field. No doubt this boy was escaping from possible boredom and worry during his leisure time by engaging in a worth-while pastime. It can be a source of great satisfaction to the teacher to realize that his presentation of the course of study can stimulate an interest that will continue for years afterward. It is well known by psychiatrists that interests and hobbies play a fundamental role in mental health. If we can improve the mental health and personality of our youth, we shall have taken a stride forward in reducing those tensions that lead to costly and destructive wars and in building resources within the pupil that foster a rich and happy life. The problem of mental health is one that confronts not only guidance counselors and psychiatrists but curriculum makers in earth science as well. Therefore it should be a major consideration along with problem-solving techniques when the course of study is being revised.

ELLA CHARLTON

Grover Cleveland High School

## I DO NOT LOVE THEE, DR. FELL

I do not love thee, Dr. Fell. The reasons why I now will tell.  
You steal up to the circulation desk when the squad boy on duty



happens to be in one of your classes. With your red pencil you significantly tap your Delaney book, and the boy slips *Gentlemen's Agreement* into your hand. You keep that best seller for several weeks, till you and Mrs. Fell and your sisters and your cousins and your aunts have perused it. And finally, when en route to the library to return the book, with nary a cent in your pocket for overdues, you turn it over to a passing member of your department, who wants a good story for his wife to take to the country for a two weeks' vacation.

You often neglect to distribute overdue notices to pupils in your section room, Dr. Fell. If the small slips fly out of your mailbox onto the floor, you will not stoop to retrieve them. And if, by chance, you unearth an old notice buried several weeks among your papers, you pencil "Pupil says this was returned LONG AGO" on the form to expose our supposed negligence. But if, through a clerical error, a notice is sent you for a pupil not in your section, you do not take the trouble to inform us so we can correct our records.

You push aside the barriers and come into our work section, Dr. Fell. With head on the bias, you read the titles on the spines of the new books assorted in piles at various stages of preparation. You pull out whichever volume strikes your fancy. If you decide you've misjudged the cover, you drop it back atop any pile; if you decide you want it, you clamor for it, even if the shellac isn't dry.

You go to class, Dr. Fell, and like a Hollywood press agent, tell your pupils that *Adventures of a Ballad Singer* has just arrived in the library. Many of them rush in, asking for our sole copy, which you've spirited away to your locker.

Without fore-warning, you refer 100 pupils to a chapter in "So You're Going to College," for a report on the morrow. Ann Earlybird, scarcely believing her luck at finding it on the shelf, has just withdrawn the book, so we proceed to track her down. Her program is not on file in the office, but one of her classmates suffers through health education with her next period. Our monitor lies in wait for her, but Ann Earlybird has flown, having obtained a sick pass only ten minutes before, incapacitated by nervous fatigue brought about by your recent assignment to list the aviators in *Who's Who*.

You insist that your classes choose a book from a limited reading list, Dr. Fell, without ascertaining whether those items are in stock, or in demand by other teachers. You are adamant against substitutions, and tell them there's always the **REGULAR LIBRARY** (by

## LIBRARY

which you mean a branch public library), when there aren't enough copies in the whole borough for the harassed children to share.

On those dreaded days of mass migration, when study halls are transferred to the library because of special activities in the auditorium, you either do not appear at all for your post, or you arrive late and leave early, deaf and blind to infractions of rules while within our portals.

During long assembly periods when your class is not programmed for auditorium attendance, you round up the trouble-makers in your room, Dr. Fell, and send them to the library to disturb the peace there. And when your study hall charges get out of bounds, you restore order by packing them off to our sanctum.

When it's your turn to sponsor an assembly program, you borrow our book truck to carry necessary supplies and equipment; and our individual study table, from which to distribute awards; and our large paste jar to hold the flowers; all of which items you make no effort to return after the ceremony is over.

You are always cadging paper clips, rubber bands, and Scotch tape, Dr. Fell. You never have a blotter, even though you don't return the ones we lend you. You would like to use quantities of mending tissue and leather casing for *Mother Goose* and other dismantled items in Junior's home library. Whenever we have to type an annotated bibliography, you have your stencil in our Royal, awaiting the finishing touches of a decorative border which will jam the \* of our machine.

You sit in the library, Dr. Fell, with test papers scattered all over the most desirably located table. You commandeer innocent readers, forcing them to add up your marks and to run errands about the building, without making out a proper pass. You appropriate a corner and conduct unannounced interviews with precocious pupils and delinquent parents and visiting firemen. You hush neighboring youngsters who are enthusiastic over having at last found a description of *silmanal*; while shortly afterward you play Stentor for a faculty member across the room who isn't sure whether it's a normal day or a conference day schedule.

I do not love thee, Dr. Fell.

IRMA SCHWEIKART

Bronx High School of Science



## WANTED—A LITTLE PEDAGOGICAL CONSIDERATION

HIGH POINTS [June, 1947]

Perhaps you saw the cartoon in which a burly traffic officer disdainfully looks down upon an elderly schoolmarm nervously writing 500 times on a paper against her car, "I must obey traffic lights." Doesn't the same shoe feel uncomfortable, undignified, and asinine on the other foot?

Obviously, good will from adults is contingent upon our sense of fairness to them when they are students. Children are competent judges in evaluating our character. Often too many children seem to accuse the very same teacher of being unfair. Pupils will complain about a strict teacher but won't hate her unless she is unfair. The teacher with tongue in cheek and chips on both shoulders, who freezes her students with a cantankerous look, doesn't make friends. Yet this teacher would be up in arms were her superior to pontificate as she does. Therefore, is it at all surprising to hear so many adults praise us with audible damns?

DO UNTO OTHERS. A "sneak attack" by a supervisor who makes a routine class visit and harps on trifles brings forth cries of unfairness. Yet the same objectors will spring a "commando" test, covering footnotes, on hapless pupils. Teachers themselves should practice some positive tricks of the trade—to win friends.

Have you watched the genuine surprise and joy that light a student's face when you take the trouble to ascertain from the roll book her birthday and mention it?

Have you experienced the bewildered "thank you" from a student returning from an illness or absence after you have expressed a wish or a condolence? Friendliness begets friends.

Have you prevented a worried student's heart from missing a beat by posting the Regents' marks a day before the official lists are issued?

Why not comment on the dress, manners, bearing, clothes of your pupils and delight in their feeling of friendliness to you? Try it on an incorrigible "toughie" and watch the thawing action of a little compliment or praise, but follow it up.

Why not pick up a conversation with students during the official period and make them feel you are one of the "boys"? You can develop more concepts of tolerance than all good-will confabs can accomplish. After graduation they will still make a beaten path to your door; and you won't have to invent a mouse trap.

## PEDAGOGICAL CONSIDERATIONS

How many senior prefects who handle the senior applications to colleges ever take the trouble to check on the spelling, sentence structure, and reasons the senior gives in trying to sell his personality to the college? Peruse, and weep at the inability of our seniors to make a personal sale. Such obvious achievements as belonging to Junior Arista, being camp counselor, scout leader, auxiliary fireman, etc., are often forgotten. Point out omissions to the student and you've made an adult friend.

THE SAVING GRACE. 'Tis true that the teacher acquires that typical "frozen pan" look because of the constant tension in the classroom. Yet no one is so doctrinaire as to deny that the emotional block could be relieved if these teachers would, to cite just a few suggestions, be better prepared, organize their work properly, always keep all students busy, and above all, use a little patience coupled with common sense. A pinch of tact or humor is more effective than a verbal blast. My French professor once walked into class and found a large inscription on the board, "Professor——— is an ASS." He looked at the class and said not a word. He picked up the chalk and in bold letters printed DRIVER after the ASS, turned around and gave the class a triumphant wink, which was more salutary than a thundered phillipic in French or in any other language.

One can hear the audible muttering, "You wouldn't say that if you had to face potential gangsters in my school." Most of my teaching has been done in tough schools. It isn't at all difficult to show a little warmth and tact. An example—I was "policing" the lunch room in a tough school during the depression. With the suddenness of summer lighting a long queue of underprivileged and ungrateful characters (who were getting free lunches) began a snake dance and chant. The leader, a really troublesome egg (who should have been scrambled before he got to high school, and who spent his spare time shooting rats in the city's happy dumping grounds), was now headed for the girls' section brandishing a large dead mouse. Using the usual methods would have meant facing the collective Bronx cheer with an intensity of 150 decibels.

Making no attempt to stop him and his pious followers, I walked beside him, quietly explaining to him that he would be locked up on a riot charge if he didn't put the object of distraction into the nearest garbage can and then turn around and dismiss his cohorts. It worked like a charm. The next period he got his pink card with



recommendation for leniency. After all, he didn't create the temptation to start the riot. The dead creature was there. Indeed he was less guilty than the upright teacher who leaves a good watch on the desk as a temptation for the undisciplined pupil to steal.

**HUMANITY.** Space does not permit the trotting out of all the ways in which we antagonize students and how we can improve the human relationship between teacher and pupil. From a long range point of view, aren't most children's "crimes" usually subjected to our microscopic exaggeration at that particular moment? Does it pay physically to work up an emotional froth over the antics of kids who often display a positive genius for obtuseness and arrogance? I'll admit that some are beyond aid. With these, even if we were to settle the matter in back-alley style, we might succeed in making them conform but not subscribe to our sense of values. So why eat our hearts out? What then is the solution? Simple indeed. First, let's drop that bossy, holier-than-thou attitude (an attitude which stigmatizes a teacher in any outside group). Let's turn on a little warmth, a smile, kindness, consideration, a little tact, and let's develop a sense of humor! Let's live and stop excusing our pupils for existing. In short, let's translate our pedagogical copy-book maxims of creed into deed.

MAX EPSTEIN

New Utrecht High School

### LET'S GO HOSTELING THIS SUMMER

A hostel vacation is ideal for our teen agers. It has these definite advantages:

1. It is healthful outdoor recreation.
2. It is inexpensive, costing but \$1.00 to \$2.00 a day, on a non-profit and non-commercial basis.
3. It brings out the spirit of adventure in planning tours and visiting new places.
4. It makes for self-reliance as the youth is much on his or her own.
5. It fosters good personal habits as hostellers do not smoke, gamble, or drink liquor.
6. The foreign tours tend to foster good will and build international friendships.
7. The tours supplement our educational work in history, geography, etc.

In 1937 the late President Roosevelt said, "I send my greetings to all hostellers. I was brought up on this sort of thing and realize the need for hosteling. From the time I was nine till I was seventeen

### HOSTELING

I spent most of my holidays bicycling on the Continent. This was the best education I ever had—far better than schools. The more one travels the better citizen he becomes not only of his own country but of the world."

**TYPES OF TOURS.** There are three types of hostel tours available to our youths and faculties this summer: first the two or three month organized international tours (including one to the Soviet Union); second, the one or two week tours to New England, New York State, and Pennsylvania; third the individual trips "go as you please" with no fixed itinerary. About 90% of the hostellers travel via bicycle. The rest go afoot, in canoes or on horseback. Motorized transport is not permissible, except to arrive at point of departure. Six of the foreign tours are work projects; i.e., the groups will rebuild hostels destroyed by the war. Assignments will be rotated to permit educational contacts. At present negotiations are under way to organize a floating youth hostel, which will carry thousands of hostellers from this country to Europe, returning to these shores with an equal number of European students eager to see the wonders of America. This argosy travel should reduce the round trip ocean fare to about \$100. If it is not possible to acquire the Argosy, the round trip will be from \$300 to \$400. Sailings will be scheduled around the end of June, returning about the first of September. All American and foreign youth organizations meeting certain minimum requirements will be eligible for Argosy transportation. Further information on the Argosy and the international tours may be obtained by writing direct to American Youth Hostels at Northfield, Massachusetts.

**OUR TOUR.** The Newtown High School Bicycle Club and A.Y.H. Chapter is planning a two week international tour to Canada the first two weeks in July. The 35 cent a night hostels will be used where possible; otherwise the low priced tourist homes and cabins will accommodate the group. The proposed route of the 500 mile tour starts at New York City with a sail to Albany via Day Liner, then under our own power to Saratoga, Lake George, Lake Champlain, Lake Placid, Plattsburg, Montreal, Three Rivers, Quebec, and ending at the famous Shrine of St. Anne de Beaupre. The return will be made via train and boat. Stopovers will be made at points of scenic and historic interest such as Saratoga National Battlefield



HIGH POINTS [June, 1947]

Park, Lake George, Plains of Abraham in Quebec, etc. Students of French will have an opportunity to read and speak their tongue with the natives living in the St. Lawrence River valley towns. Several high school and college students have already signed up for this tour. Like all hostel tours it is nonprofit and open to all qualified students. (Qualification requirements are the ownership of a lightweight bicycle, ability to pedal 50-60 miles a day, and character references.) Let's all organize a hostel chapter in every New York City high school and go hosteling this summer.

#### SUMMARY OF INTERNATIONAL TRAVEL OF THE AMERICAN YOUTH HOSTELS, 1947

<i>Tour No.</i>	<i>Title</i>	<i>Areas</i>	<i>Dates</i>	<i>Cost</i>
1.	Montreal and Quebec	New England Quebec Montreal	July 7 to August 29	\$110.
2.	Gaspé	Vermont Gaspé Maine, etc.	June 30th to August 25th	\$125.
3.	Argosy	Europe	June to September	\$100 to \$300.
4.	Rolling Youth Hostel East to West	Canada Pacific Coast Ozarks Washington	July 1st- August 30th	\$275.
5.	Rolling Youth Hostel West to East	Canada East Coast Southern U. S.	July 1st- August 30th	\$275.
6.	Alaska	Via boat and trail McKinley Park Matanuska Valley	July 5th- September 2nd	\$275.
7.	Mexico	Atlantic to Pacific Coasts of Mexico	July 3rd- August 31st	\$215. from Laredo
8.	Central America	Guatemala, Sal- vador, Honduras, Nicaragua	July 2nd August 31st	\$295. from Laredo

#### HOMEMAKING FOR BOYS

9. Belgium Work Project	Brussels and World War II Battlefields Rebuild Hostels	2 to 3 months	Not stated
10. French Work Project	Jura, Alps and Spanish Border Rebuilding	2 to 3 months	\$200. plus ocean transport
11. Holland Work Project	Rotterdam, The Hague, Amsterdam, etc. Rebuilding	2 to 3 months	\$200. plus ocean transport
12. German Work Project	American Zone Rebuilding	Same	Not stated
13. Russian Work Project	Selected Group Proposed	Same	Not stated
14. Central Europe	Riviera, Switzerland Luxembourg	Same	\$200. plus ocean transport
15. Scandinavia	Denmark, Sweden and Finland	Same	\$200. plus ocean transport
16. British Isles	England, Scot- land, Ireland	Same	Same

ROLAND C. GEIST

Newtown High School

#### HOMEMAKING FOR BOYS

HOW IT BEGAN. Originally it was an experiment to determine whether boys taking a homemaking course in a junior high school could be matriculated into a Food Trades Vocational High School. Thus the Food Shop was opened. Today, four years later, we have a long waiting list of new boys and those who, having once taken the course, would rather stay here than enroll in the other shops, such as woodworking, electric wiring, sheet metal, tailoring, clay modeling and others.

It all started in April, 1943 when James Fenimore Cooper Junior High School threw open its doors for the first time. I was asked to create a Department in Homemaking for boys in an all-boys school. This seemed an opportunity to prove many ideas in which I believed—among them: that boys like to cook; that a delinquent



boy or a truant boy might find in cooking a reason for coming to school; that a boy with retarded mental ability could hold his own in this subject; and that all boys ought to know more about household arts than they do.

**FUNCTIONAL LEARNING.** All of our curriculum is aimed at giving our boys a feeling of confidence in meeting situations in the world outside of Harlem. As a less privileged racial group they deliberately avoid social contacts which would expose them to criticism. Sometimes this hypersensitiveness takes the appearance of surliness and antisocial behavior and this emphasizes the need for intensive guidance at this phase of our pupils' lives.

The Food Shop is part of the school program which stresses both subject matter and social living. It gives the boys an opportunity to work together on a functional project, actually to prepare food that is sold and eaten, to participate in social experiences that involve pupil and pupil, and pupil and teacher.

**THE FOOD SHOP PROGRAM.** The Food Shop combines senior high school food trades work with the junior high school curriculum of homemaking. As part of this program, these boys, without any previous knowledge of cooking, in three weeks time begin the operation of a commercial restaurant. Programs are the same as those in any other metropolitan junior high school—with one exception: the boys attend classes for four consecutive periods in a single morning (once a week) instead of the usual double shop period (two periods twice a week).

Our department, with a faculty of three, consists of a foods laboratory and a teachers' restaurant, with two-thirds of the class working in the former, and the remainder in the latter. The groups rotate every six weeks, thus following the homemaking curriculum of laboratory and apartment. In this laboratory all food for the restaurant is prepared, with daily menu changes—consisting of soup, hot plate, salad, hot breads, sandwiches, cake or pie, dessert and beverages.

The food laboratory is modern and well equipped, maintaining six unit kitchens using both electric and gas stoves. We also have a laundry for personal and class work laundering.

Working in each unit kitchen is a group of four boys—a head

## HOMEMAKING FOR BOYS

chef, an assistant chef, a supply clerk and a helper. Each kitchen is assigned to prepare one or more items on the menu for the day, so that at the end of six weeks, by rotation, the boys have experienced and worked on the various techniques and methods required for the preparation of an entire menu. A class job sheet designating the product to be made, the date, and the result, is posted and maintained by the secretary. The work in the food laboratory would then be:

1. Discussion of the menu
  - Nutrition—in relation to the menu
  - Methods of work
  - Signing of the job sheet
2. Preparation of the Meal
  - Head Chef divides and assigns work for cooking and clean-up.
3. Judging of the product
  - The products are then placed on a wagon and wheeled into the restaurant for consumption.

While this has been taking place in the kitchen, the boys in the restaurant are at work on the following units, depending on the grade present:

- 7A and 7B—Nutritional Clinic
- 8A—Fall Term—Personal Grooming
  - Spring Term—Study of Vitamins and Minerals
  - Planting a Vegetable Garden
- 8B—Entertainment in the Home
- 9A and 9B—Hospital Aid

In the Nutritional Clinic a food analysis and check-up are made of the fundamentals of nutrition. The group also maintains a Living Newspaper dealing with the basic seven requirements of food.

In the Personal Grooming Unit a critical analysis of each boy is charted, starting with pictures taken by the boys themselves before and after the course. The care of the body, hair, skin, nails, clothing, personal habits and development of job personality are discussed.

During the Vitamin and Mineral Study term, a vegetable garden is maintained on school property. Each boy has his own small patch where he plants and cultivates the particular vegetable which he has chosen to study and report on.

In the course on Entertainment in the Home the boys learn to use the home as a social center in order to combat the influence of the gang club. They discuss games and entertainment for parties. At the end of each term a party is given, to which girls from a



neighboring school are invited.

In the Unit on Hospital Aid the subjects taught are: the sick room, preparation of food for the invalid, entertaining the sick, care of minor cuts, bandaging, bed making, and the management of a hospital kitchen. As part of the course our boys visit the diet kitchen in the Hospital of Joint Diseases in our community.

**THE TEACHERS' RESTAURANT.** By eleven-thirty every morning the restaurant is set up. The procedure here is the same for all grades; tables, steam tables, menu cards, sales checks, discussion of the menu. The problem of serving during the lunch period is solved by twenty-two students who have voluntarily re-arranged their own lunch period on the day that they have Food Shop. These boys are assigned to stations as follows: twelve waiters, two bus boys, food checker, cashier, who maintains all the books, and six steam table attendants.

While the boys are serving the food, they are guided in the correct procedure. After the lunch has been served and the teachers have left the restaurant, the boys are told what they did right and what was wrong. They review the entire lunch hour as a class lesson. These boys then clean the restaurant and carry the dishes to the kitchen.

Another class of boys is assigned for two periods in the afternoon to wash the dishes and clean the kitchen laboratory.

It is worth noting that the entire project is self-sustaining, the income from the lunches being sufficient to defray all expenses.

**SOCIAL LIVING.** Besides the mastery of the subject matter described above and besides the functional project of running the teachers' luncheon restaurant, the Food Shop is an integral part of the life of the school in many other ways. Among them may be mentioned the following:

1. Correlation with Other Departments in the School
  - a. Integrated Program Classes
    - 1) A teacher of a 7A class studying China asked that her class study Chinese foods and Chinese cooking. A program for this was arranged.
    - 2) During a Pan-American Exhibit the boys demonstrated different native dishes, cooking them and serving them to the guests.
  - b. Health Department
 

When this department needs food exhibits, charts, displays, etc., it can always count on the Food Shop for help.

c. Guidance Department

The guidance counselor arranges three parents' conferences on three successive Thursdays in March and in October for the parents of the seventh, eighth and ninth grades respectively. These meetings, held in the library of the school, begin at 1:00 o'clock. At 3:00, the parents are invited to the teachers' restaurant, where they are served coffee and delicious cake made by their sons.

2. Trips Outside the School

a. Hospital of Joint Diseases

As part of the course in hospital aid in the ninth year, the boys visit the kitchen in the hospital and work with the dietician.

b. Christmas Treat

As a special treat for their services, the boys are taken to one of the large motion picture houses downtown at Christmas time.

3. Visitors to the School

a. Principals' Institute

Recently a group of newly appointed principals, visiting a neighboring school for observation, came to our school for a special luncheon party.

b. Community Agencies

At least once a term several heads of community groups join with the assistant superintendent and several principals in the district in a luncheon conference.

c. Visitors from Other States and Other Countries

Among the interesting items might be mentioned the serving of "Swedish meat balls" to a Swedish educator who visited us recently.

4. Parents' Association

A workshop meeting was held recently in the Food Shop to teach the parents about the "Basic Seven" and how to prepare a nourishing lunch.

5. Senior Prom

One reason for the great success of the term-end dance is the refreshment table. The boys of the homemaking department make an important contribution here by buying the food, arranging the tables, and serving the refreshments.

**CONCLUSION.** The Food Shop, which began as an experiment to help boys to matriculate into a Food Trades High School, has now become a shop which is eagerly desired by boys who are not applicants for Food Trades. It has taken its place with the other shops as an exploratory experience and as an experience in social living.



So many worthwhile character traits are developed in this experience that it is possible here to mention only a few:

*Children like to learn in a homelike environment.*

*They learn how to work with others in real life-like situations.*

*They find an opportunity to make decisions and to accept responsibility.*

*They acquire a knowledge of food, budget-keeping, and managing a home.*

The family relationship is strengthened when the boy learns how much work is involved in running a home, preparing meals, cleaning up. He may learn to understand his mother's work and her need for leisure time.

What started as an experiment has now become an acknowledged success. This success has come because the boys are participating in a cooperative venture that combines life in school with life in the outside world of business.

MILDRED ENGLANDER, James Fenimore Cooper Junior High School

#### THE VALUE OF HOME NURSING AND CHILD CARE COURSES IN NEW YORK CITY HIGH SCHOOLS

Home nursing and child care courses were introduced into the New York City high schools in February, 1919, at first experimentally, under the aegis of the American Red Cross. In 1923 the experiment was deemed worthy of continuance and extension. For purposes of administrative efficiency and future expansion, the New York City Board of Education took over the control and licensing of teachers of hygiene and home nursing and instituted competitive examinations.

**REQUIREMENTS.** Every regularly licensed teacher of these subjects is required to be a registered professional nurse, with a minimum of three years nursing experience over and above her preparation in nursing education. At the present time a college degree is also required. Many of the more recently licensed teachers of hygiene and home nursing hold Master's Degrees, while several are candidates for Doctorates.

**A PRACTICAL ART.** Nursing through the ages has been, and continues to be, an integral part of family life, particularly since the emphasis is now placed primarily upon disease prevention, and

only secondarily upon cure. The practice of nursing arts therefore cannot be sharply limited to any group or groups within the community. At present the vast majority of cases of minor illnesses are cared for in the home by persons having no professional or vocational nurses' training. The care of the chronic patient and of the convalescent reverts to members of the household or to other non-professional workers.

**EXTENSION NEEDED.** The argument for a much wider extension of courses of instruction in home nursing and child care is predicated upon the assumption that it is desirable to teach adolescents to perform with skill tasks which they will of necessity be required to perform in order to meet the exigencies of daily living. Therefore, if this assumption is valid, it follows that such instruction should be made an important part of the general high school education of all adolescent girls. These students will be the mothers of tomorrow's citizens, who certainly merit opportunities for optimum health. While we acquaint our high school students with the expanding horizons of preventive disease, provide skills in caring for the mildly or chronically ill patient, emphasize the importance of pre-natal and maternal care for better physical and mental child health, instruct them how to act wisely when illness comes or when accidents occur, we are building up a firm foundation for individual and family health and also for a life of social service in the community.

At a time when the emphasis in modern educational practice is away from the narrow confines of the traditionally rigid subject-matter curriculum toward the personal problems-of-living curriculum, when we are striving to overcome a rising tide of juvenile delinquency, caused to a large extent by the lack of parental influence and control, when we, in addition, are trying to raise the citizen-morale in the face of insecurity felt because of the mounting cost of living, and to prepare adolescent girls to meet the challenging responsibilities of wifehood and motherhood, what greater contribution toward these goals can the Board of Education make than to extend the home nursing and child care courses both in academic and in vocational high schools?

**PRESENT PRACTICE.** A one year major home nursing course is offered as an elective, as part of a science sequence, in many New



York City high schools. This combines with general science, biology, or with chemistry as well as with courses in nutrition. At the end of this period of study, a comprehensive Regents credit City-Wide Examination is given.

These courses are intended primarily for senior girls within the high school, who will soon be leaving the protection and guidance of school life for wider and more diverse paths of endeavor. Instruction includes the principles of home selection and care, the choice of a suitable mate, including an appreciation of the ethical and moral implications of family relationships. Preparation for the new baby is studied. Students actually learn to give a baby's bath in a life-like situation, as well as obtain supervised practice in the preparation of a formula of modified milk. Diets for children of various age levels are included in the instruction as well as the development of insight into the importance of habit training for greater child happiness and security.

Although home nursing courses are planned primarily as pre-marriage education for senior adolescent girls, they are also of inestimable value as exploratory courses for those students who plan to enter schools of nursing. It is to be hoped that principals of schools of nursing will emphasize in their catalogues, and in such splendid publications as *Nursing News*, the desirability of offering courses in home nursing and child care, as part of the required number of high school electives for entrance to professional schools of nursing.

**COUNSELING.** Nurse-teachers of hygiene and home nursing also serve as vocational counselors to pre-nursing school students. They cooperate with the Nurses' Association of the various counties or districts within New York State, in arranging trips to hospitals during the semi-annual Open-House Week. This project was organized to give students a "behind-the-scenes-view" of the facilities of modern hospitals. Begun as a recruiting project during the war, Open-House Week is being continued to familiarize high school students with the opportunities available in nursing careers. These "field trips" also vitalize the content studied in an enriched home nursing curriculum and familiarize adolescents with the hospitalization facilities available for the ill of all income levels.

**SERVICE.** Through the home nursing curriculum, in addition to

the teaching of basic skills in the care of the sick, the care and guidance of children both sick and well, students are given actual opportunities for character development through service in the school emergency rooms. Members of home nursing classes and clubs voluntarily sacrifice one study period each day to serve as Medical-Aides. They assist the various teachers-in-charge in giving first aid and in keeping the emergency rooms neat, adequately ventilated and quiet, as well as in caring for clerical details and running errands. The Medical-Aides fill ice-bags, hot-water bags, under the teachers' supervision direct ill fellow-students to couches, covering them with soft clean blankets, and are quick and quietly efficient.

Whether an adolescent girl chooses to prepare for a career in professional nursing, in medical technology, in the business world or for a full time job as wife and mother, the home nursing and child care courses teach her to respond intelligently, calmly and efficiently in social situations. Because of their manifold social implications and their correlation with other sciences, physical, biological and social, home nursing and child care courses are an important contribution to the curriculum of each and every high school, both academic and vocational.

DOROTHY WILMER LINCOLN

Samuel J. Tilden High School

### THE ENRICHMENT OF THE MATHEMATICS HOMEWORK REVIEW

Professional periodicals and the agenda of faculty conferences are ever rich in suggested techniques for meaningful development of subject matter in the mathematics classroom.

I should like to spend a little time on a discussion of one of the stepchildren of pedagogical consideration, the review of the previous day's homework assignment. This "Act I" of the pupils' daily mathematical experience is fertile ground for stimulating original thinking, as well as for review. Its rich possibilities became evident to me as a result of the following experiment which I tried in an elementary algebra class. Here is a brief description of the procedure.

**PUPIL DISCUSSION.** After the solutions of the problems have been placed on the board, a student chairman "takes over." The author of each solution characterizes the type of problem he has solved, and then states his "answer." He next asks, "Are there any questions or criticisms?" If his work is incorrect, this query will be



received with exuberant objections, and in the course of the ensuing pupil-discussion the errors will be indicated; with the guidance of the chairman and, if necessary, of the teacher, they will be corrected.

If his presentation is correct, and there are no "questions from the floor," the pupil reciting then poses to the class a single but significant question relevant to his solution of the problem. The following are some typical questions which have been asked by pupils in my class:

1. Why did I multiply each member of the equation by 5?
2. What was the purpose of my check?
3. What name is given to this type of equation?
4. How else might I have written 20% of  $x$ ?
5. Could I have solved this set of simultaneous equations in a different way? If so, tell us how.
6. If I had represented Mary's age, instead of Jane's age, by  $x$ , what would I have called Jane's age?
7. In my answer,  $\frac{3x + 2}{8}$ , why did I not divide the 2 into the 8?
8. Would I have obtained the same result had I used 24 instead of 12 as a common denominator? Explain.
9. Why did I discard the root,  $-7$ , in this problem?
10. State the axiom I employed in my transformation of this equation.

If the pupil reciting has no question he wishes to ask, he simply says so. The student chairman may, at that point, interject a question of his own relating to the problem under discussion. The latter then calls upon the author of the next solution to proceed.

Slight modification of this method can render it usable at other levels of the mathematics curriculum, and quite possibly it can be applied to boardwork in other subject areas.

**GAINS.** The results of my experiment were indeed surprising. A device which I adopted originally to lend variety to the traditional routine proved to reveal unexpected possibilities.

1. It is considerably less "boring" than a verbatim recital of all the details of the solution, and often less time-consuming.
2. Emphasis is placed upon *method* and understanding, rather than solely upon the correctness of the result.
3. The selection of an original and searching question is a challenge to the pupil reciting; and the answering of it is a challenge to the class.
4. A critical attitude is developed by the student, for by assuming, temporarily, the role of teacher, he soon learns to discriminate

between trivial questions and those which reach the heart of the concept involved.

5. The participation of all members of the class is enlisted.
6. Rapport among the students is enhanced. The informality of the situation encourages the asking of questions by those pupils who might otherwise, because of reticence, decline to bring their difficulties to light.
7. It raises the level of the recitation to that of the brighter students, while at the same time keeping it within the comprehension of the entire class, since the phrasing and form of the questions are of the students' own making.
8. Mention and discussion of alternate methods of solution serve as instruments of review and of inspiration for original thinking.

The use of this procedure has demonstrated to me that the "going over" of the homework assignment can be transformed from a "necessary evil" to a stimulating and invaluable experience.

MURIEL C. KOVINOW

Walton High School

#### SIDELIGHTS ON AN AUDIO-VISUAL AIDS PROGRAM IN HIGH SCHOOL

"Testing, testing. One, two, bunny, three, four. . . O.K. Shelly. . . Raise the master to  $4\frac{1}{2}$ . . . Good. . . Switch to voice. . . Compress. . . Flip expansion. . . Sawwell. . . O.K. Hold it!"

Thus, at the ungodly hour of eight A.M. our Tilden Sound Squad prepares the Auditorium for a History Department film program, which is to run for the first four periods. The films have been carefully selected, previewed, correlated, related with care to the core curriculum, field, topic, sub-topic, and also the individual needs of each of the eight hundred students who are to see the film. The United States Army has sent a still sleepy First Lieutenant as messenger and conveyor of the sacred films to the school at 7:30 A.M. via a jeep. All is ready, or is it?

At 8:15 A.M. some 250 students begin to invade the Auditorium. The lights are dimmed, and it then dawns on a few persons awake at this hour that there is no screen. Anyone who has tried to show a film on an asbestos curtain, with a 500 watt bulb in the projector instead of a 1000 watt, will realize the necessity of a screen, no matter how deplorable its condition is.

"Find the custodian. . . How do I know where he is at this hour?"



Find him, or you'll get seven days' detention." With this motivation my emissary departs, racing madly through the halls (violating Board of Education rule number 367½) in search of the keeper of the keys. Meantime 250 fretting adolescents comment on planning for shows, the next period test for which they cannot study, Frank Sinatra versus bubble gum, all in indecipherable babble.

Time is fleeting. The next ten minutes are spent in what is generally known as coordinational activities and inter-departmental co-operation. The Home Nursing Chairman contributes three white sheets, the woodworking class a large frame of three sticks and the supply room several paper clips. Hallelujah! Now the show can go on. Thus, with one teetering student standing on the stage piano (guaranteed to raise the blood pressure of the entire Music Department), another on the stage desk, each holding aloft one end of the wooden frame to which the sheets are in some way attached with paper clips, and with now 300 gurgling adolescents in rapt attention, the film begins. Bets have of course been placed to discover which of the two boys will fall from his perch first.

Immediately there is wild, uncontrollable yowling, cackling, gleeful howling and general pandemonium. Why? Well, it seems that the title of the film inspired it all. The title? *Don't be a Sucker!*

\* \* \*

One hundred and thirty students are in a biology laboratory room which has a maximum capacity of about forty-five. Shades are drawn; the screen is down; light seeps in from the hallways and everyone is quite uncomfortable. The film begins. Patrick Henry is preparing for his address (in technicolor) to the patriots meeting at St. John's Church in Richmond, Virginia and wonders rhetorically what Benjamin Franklin's attitude will be. He ponders (silly man): "What will Poor Richard say?" One hundred and thirty students answer in chorus: "Open the door!"

The film continues. Too much light in the room. Have to put up a smaller silvered screen. Two boys volunteer to help. One trips over the power cord. A flash results and the machine ceases to function. Annoyed students. Emergency discussion by cooperating teacher on United Nations. Equal emergency operation on broken wire and plug. Connection. Lots of flashes but no power. Try wall socket in other room (disturbing teacher in anguish there). No current. Try other room across the hall. Brilliant flash—short circuit, but no current. Finally a mad rush to the sound booth for another extension

wire. This time current goes through the wire, but the machine is exhausted. Get another machine from the booth and set it up.

By this time the Squad and I are immersed in a pool of self-generated moisture. The projector switches are flipped on, but the automatic clutch disengages. It will not hold. One boy now contributes his finger to the insides of the pulsating machine, about ¼ inch away from grinding gears, while I have visions of filling out extensive medical reports. At this juncture, a sweet young thing approaches, desiring a pass to obtain a drink. Being only human, the boy with his finger in the machine turns to look.

Have you ever seen a boy with one hundred feet of technicolor film draped around his neck? Very interesting. Cooperating teacher again begins discussion of the United Nations. . . . And so on until the end of the period.

\* \* \*

A VISUAL-AIDS ROOM. After some 2½ years of responsibility for planning and coordination of our Department's audio-visual aids program, one sine qua non is apparent even to a novice such as myself. It is that no amount of planning of such a program can be effective unless one specific room is set aside in the school to be devoted solely to visual aids. This room should be in charge of some person whose teaching program is limited so that he can effectively coordinate visual aids for the school. Film programs can in this way be planned in advance, to the exclusion of the ever-present last minute problems which always present themselves where responsibility for such a program is diffused.

I venture to say that the criticisms made by some concerning the ineffectiveness of films as teaching aids would on sober reflection resolve themselves into criticisms chiefly of the physical technique of the showing itself. Students are human, though we may at times doubt this contention, and they are accustomed to professional motion picture theater environment. The closer the school's approach to that situation via a school "movie house," the more of value will our visual aids become. It may be impossible in certain schools to set aside a room complete with projection equipment, screens, film vault, and other necessary materials, but this does not make the situation hopeless. A room that will be available for several periods in a row can with wise planning be of value.



PROBLEMS. Where a school has several projectors, the film squad may be used to accommodate individual subject teachers by way of subject classroom showings. The disadvantage of this method lies in the conflict for use of the machine at a certain time by various subject teachers, and what is more important, of the loss of substantial classroom work by the constantly called-upon student members of the projection squad. The suggestion that each subject teacher train class members to run the equipment may be of value for operating slide or strip film projectors, but where silent or sound projectors are used, ranging in value from \$100 to \$600, such training had better not be attempted.

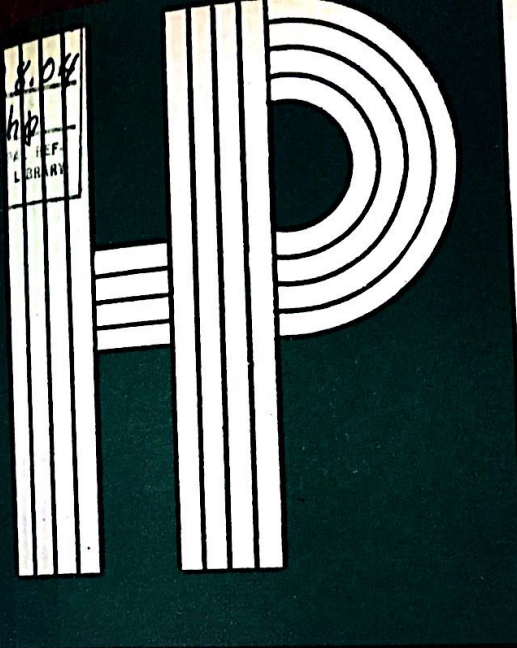
It may be worth while, in the endeavor to correlate the film directly with class work, to have a mimeographed question sheet distributed to the students prior to the showing. Problems which they are to answer relating the film to class work can thus be discussed at the following class session. Thus the full integrated value of the film can be obtained. Uncoordinated film presentations are obviously worthless in the real visual-aids sense.

SOURCES. Excellent film sources may be tapped, and the reader has only to turn to recent issues of *High Points* for several excellent articles in which these agencies are indicated. Any film source will provide excellent catalogues of their offerings free on request. Rental charges range from no cost to \$17.50 for a feature length film complete with one or two shorts. In the latter case it is administratively possible to requisition G.O. funds for a school showing at no additional cost to students.

Audio-visual aids are of great value. If they are used haphazardly at present it is only because their full potentialities are limited by physical operational problems. If your school has the equipment, why not make the most of it?

ISIDORE LYMAN SINGER

Samuel J. Tilden High School



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SEPTEMBER, 1947



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The columns of HIGH POINTS are open to all teachers, supervising and administrative officers of the junior and senior high schools. Manuscripts not accepted for publication are not returned to contributors unless return is requested. All contributions should be typewritten, double spaced, on paper 8½" by 11". They may be given to the school representatives or sent directly to the editor.



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## Veterans' Attitudes Toward the Contemporary World

ABRAHAM GEDULDIG and CARL ERDBERG  
George Washington Evening High School

The February, 1947, issue of *High Points* contained an article entitled "What Students Think at Midwood High School." The expressed purpose was "to survey a cross-section of student opinion." The following study attempts to test the attitudes of students in general and also to ascertain if student opinion among veterans differs significantly from student opinion among non-veterans. The desire to test veterans' attitudes was motivated by the following considerations. It has been said that life in the armed services tends to make one's thinking extremely conservative, if not reactionary. The authors wondered if the goose-stepping life in the army and navy would be reflected in the political, economic, and social opinions of the men. Some G.I.'s complained that they were barred from Officers Training because of trade union affiliations and activities. Did these alleged ultra-conservative opinions percolate down to the men in the ranks?

The evening high schools are in an ideal position to compare the attitudes of veterans and non-veterans since (1) most of the veterans who have come back to high school prefer to attend evening classes rather than day classes, and (2) the average ages of the non-veterans are about the same as those of the veterans. The factor of an age differential is thus eliminated.

Eighteen serious problems that beset the contemporary world were selected. For each of these problems, four different solutions were proposed. These four solutions were so phrased that various shades of opinion were suggested, in each case including wherever possible, a reactionary opinion, a conservative opinion, a liberal opinion, and a radical opinion. Furthermore, where none of the four suggested points of view precisely expressed the opinion of the student, opportunity was afforded for a "None" as a fifth choice. It was thought that this method, rather than the traditional True, False, or Doubtful choice would allow for more precision in measuring the nuances of opinion that inevitably present themselves in a democratic society.

The next problem was to decide how to evaluate the data. It is comparatively easy to total, for each problem, the number of students in each category voting for solution number one, solution number two, etc. It is much more difficult to evaluate the mass weight of all

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which is on file in libraries.



the four shades of opinion of the veterans and to compare that with the varying choices of the non-veterans. The following modus operandi was attempted. The most conservative solution was given a weight of one, the most radical answer, a weight of four, and the other two answers were assigned weights of two or three depending on whether that approximated the most conservative or the most radical opinion. A weighted average was then obtained by multiplying the number of answers by the weights, totaling the weights, and dividing by the number of students involved in each category.

The following is a copy of the test taken by classes in social studies at George Washington Evening High School, including about 150 veterans and about 170 non-veterans. Tabulations are included on the right of each question.

Before answering the following questions kindly indicate which of the following applies to you. Do not write your name on this paper.

1. Veteran or Non-Veteran?
2. Male or Female?
3. Age?
4. Number of years of high school completed: 1—2—3—4?

	Weights	Choices	
		Vets	Non-Vets
1. Refugees or Displaced Persons—I think that we should			
1) Admit no more foreigners into the United States.	1	23 (16%)	16 (9%)
2) Retain the present immigration law, which admits only 150,000 a year on a strict quota basis.	2	77 (54%)	50 (29%)
3) Modify our immigration laws to admit more people because of the terrible conditions in Europe.	3	29 (20%)	65 (38%)
4) Allow unlimited immigration into the United States and work for complete freedom of immigration into all the other nations of the world.	4	9 (6%)	34 (20%)
5) None		4 (3%)	6 (4%)
	Weighted Average	2.2	2.7

#### 2. Treatment of Minorities—Negroes

1) Negroes should be kept under constant observation with limited rights because they are the cause of most crimes.	1	1 (1%)	2 (1%)
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### VETERANS' ATTITUDES

	Weights	Choices	
		Vets	Non-Vets
2) Negroes should not be allowed to attend the same schools, theatres and restaurants that white people use. They should never be allowed to mix with white people.	2	3 (2%)	4 (2%)
3) Negroes should be restricted only in their housing. They should live in certain sections of the city. In all other respects they should have the same rights that white people enjoy.	3	54 (37%)	40 (25%)
4) Negroes should be guaranteed the full enjoyment of all rights, political, economic, and social. Any discrimination against any person on the ground of race should be punished by law.	4	85 (58%)	107 (67%)
5) None		3 (2%)	8 (5%)
	Weighted Average	3.6	3.6

#### 3. Value of Labor Unions

1) Unions are the only real protection that workers have against their profiteering bosses. All workers should belong to unions. (Closed Shop)	4	28 (19%)	44 (26%)
2) Membership in a union should be voluntary. Most workers improve their conditions when they join a union.	3	99 (66%)	92 (55%)
3) Labor unions are just a waste of time because the men get higher wages and then prices all go up. This leaves all of us in just the same condition as before.	2	6 (4%)	9 (5%)
4) All labor unions are rackets that should be declared illegal. The right to strike should be outlawed.	1	7 (5%)	14 (8%)
5) None		10 (10%)	10 (6%)
	Weighted Average	3.06	3.04

#### 4. Rent Control

1) All ceilings on rent should be repealed. The landlord has his problem of paying high prices just like other people. Let the law of supply and demand settle all rent questions.	1	1 (1%)	6 (4%)
2) Let us keep rent ceilings to protect poor people but give landlords some relief. All rents should be raised about 10 to 15%.	2	18 (12%)	25 (15%)



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	Weights	Choices	
		Vets	Non-Vets
3) Raising rents would be too much of a hardship on veterans. Let us keep rent ceilings on apartments occupied by veterans and raise them a little in all other places.	3	9 (6%)	6 (4%)
4) Let us keep rent ceilings on all living quarters. Raise no rents until the housing shortage is over.	4	112 (74%)	123 (72%)
5) None		11 (7%)	8 (5%)
<i>Weighted Average</i>		3.7	3.7

## 5. The Communist Party

1) Should be maintained as a legal party with all the privileges of political parties. To act otherwise is to weaken our democracy by totalitarian methods.	4	39 (27%)	54 (32%)
2) Should not be outlawed. However, its freedom of speech and press should be rigidly restricted.	3	22 (16%)	40 (24%)
3) Should be outlawed in the United States.	2	48 (34%)	50 (29%)
4) Should be outlawed and in addition, all known Communists should be punished with fines, imprisonment, or deportation. Communists are criminals.	1	24 (17%)	12 (7%)
5) None		9 (6%)	14 (8%)
<i>Weighted Average</i>		2.5	2.9

## 6. The Atom Bomb

1) We should retain the secret of the atom bomb and build up our armed might as much as possible.	1	58 (37%)	58 (36%)
2) We should immediately destroy all our atom bombs, all plants for making them, and the secret of their manufacture. The world will be better off without this weapon.	4	10 (6%)	28 (18%)
3) We should surrender the atom bomb secret to the United Nations on two conditions: a UN right of inspection and no veto of UN Atomic Commission (Baruch Plan).	2	53 (34%)	42 (26%)
4) We should contribute the secret of the atom bomb to the UN. All our atom bombs should be put at the disposal of UN with no strings attached to these offers.	3	15 (9%)	16 (10%)
5) None		21 (14%)	16 (10%)
<i>Weighted Average</i>		1.8	2.1

# VETERANS' ATTITUDES

	Weights	Choices	
		Vets	Non-Vets
<b>7. The United States Army and Navy</b>			
1) Let us disband our armed forces and work for an international police force under the control of the UN. America must lead the world in disarmament.	4	4 (3%)	13 (7%)
2) Let us not be too hasty. We should keep a small army and navy as a core or nucleus. Let us also work for a UN international army and navy.	3	54 (36%)	84 (46%)
3) Let us build up the largest possible army and navy made up of voluntary enlistments only. This can be done by improving pay and conditions of the men.	2	73 (49%)	55 (31%)
4) Let us build up a huge army and navy immediately by a system of universal, compulsory military training. All able-bodied men should be drafted.	1	17 (11%)	23 (13%)
5) None		2 (1%)	4 (2%)
<i>Weighted Average</i>		2.9	2.5

## 8. Reorganization of the United Nations

1) We should reorganize the UN into one body like our House of Representatives with nations having representation based on population only. Majority votes should decide all questions.	4	12 (8%)	10 (6%)
2) It is unfair to make population alone control this new body. Let us work some kind of formula, based on population, industrial output, etc. Otherwise, China and India would have too much power.	3	20 (14%)	35 (20%)
3) We should keep the present organization of the UN and just abolish the veto. At present, any one nation in the Security Council has too much power.	2	43 (31%)	57 (33%)
4) Let us make no changes. Keep the present system that allows any one of the big nations to veto important decisions in the Council.	1	39 (28%)	47 (27%)
5) None		26 (19%)	23 (14%)
<i>Weighted Average</i>		2.04	2.05



# HIGH POINTS [September, 1947]

9. Soviet-American Relations—The best way to prevent war is to:

	Weights	Vets	Choices Non-Vets
1) Restore the former fraternal feeling between Russia and the United States. Work for a Soviet-American alliance. She gave us tremendous help during the last war; we owe her a debt of undying friendship.	4	28 (19%)	40 (25%)
2) Treat Russia and England in exactly the same way. Neither Communist Russia nor monarchical England should be preferred in any of our foreign affairs.	3	43 (29%)	67 (41%)
3) Stop all food shipments to Russia or to any of her satellites. Stop helping Communist-controlled governments.	2	39 (26%)	12 (7%)
4) Send armed forces and other aid into any country which is fighting Communism, such as Greece and Turkey.	1	26 (18%) 12 (8%)	34 (21%) 10 (6%)
5) None			
<b>Weighted Average</b>		2.5	2.7

10. The Soviet Foreign Policy

1) Russia is planning to conquer the world just as the Fascists tried to do. Communists are no better than the Nazis.	1	44 (29%)	29 (17%)
2) Russia is out to destroy Capitalism and Democracy everywhere. With the growth of Communism, America and its people will suffer more and more.	2	48 (31%)	36 (21%)
3) Russians are no more anxious to spread Communism than we are to spread Capitalism. All countries like to see their type of government adopted by other people. There is nothing wrong in that.	3	21 (14%)	58 (34%)
4) Russians are right in trying to increase their security by surrounding themselves with friendly governments. We must never forget that they have been invaded twice recently with terrific losses.	4	18 (11%) 22 (15%)	23 (14%) 23 (14%)
5) None			
<b>Weighted Average</b>		2.1	2.5

11. Anglo-American Relations

1) England and the United States have such an identity of interest and culture that they should unite politically into one government.	4	9 (6%)	20 (12%)
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# VETERANS' ATTITUDES

	Weights	Vets	Choices Non-Vets
2) I would not favor having too much to do with the British. However, I realize that they are valuable allies in time of war. Let us therefore lend them any amount of money to strengthen their government.	3	45 (32%)	52 (31%)
3) British foreign policy is imperialistic. Let us not lend them any money until they agree to give up their imperialistic policies.	2	36 (26%)	45 (27%)
4) Britain fought us twice and almost fought us during the Civil War. I would not trust that nation of imperialists and aristocrats.	1	19 (14%)	19 (11%)
5) None		30 (22%)	32 (19%)
<b>Weighted Average</b>		2.4	2.5

12. The Palestine Problem

1) Britain should open the gates to allow unlimited immigration to all people who desire to live in Palestine.	4	30 (21%)	59 (34%)
2) Britain has failed in Palestine. She should immediately turn the entire problem over to the United Nations for a solution.	3	60 (41%)	48 (28%)
3) Palestine should be partitioned into separate Jewish and Arab states. Britain should retain control to supervise both groups and to protect her national interests.	2	31 (21%)	33 (20%)
4) Britain should hand the entire problem over to the Arabs who are in the majority in that part of the world.	1	9 (6%) 15 (11%)	18 (11%) 13 (7%)
5) None			
<b>Weighted Average</b>		2.8	2.9

13. What to do with Germany

1) Bring all the American soldiers home immediately. Germany has been punished enough by her defeat. If we collect reparations from her, Germany will start planning another war of revenge.	1	5 (3%)	8 (5%)
2) Build up German industry to help her pay her reparations to the Allies.	2	46 (31%)	48 (25%)
3) Keep Germany occupied and strictly prevent the growth of all heavy industries. Let us also punish all former members of the Nazi Party.	3	47 (31%)	51 (27%)



## HIGH POINTS [September, 1947]

	Weights	Choices	
		Vets	Non-Vets
4) Divide up Germany among all her neighbors, France, Belgium, Holland, Poland, and Czechoslovakia. Wipe Germany off the map because of her war crimes.	4	26 (18%)	48 (25%)
5) None		25 (17%)	34 (18%)
<i>Weighted Average</i>		2.8	2.9

### 14. What to do with Japan

1) To punish Japan and to increase our own security we ought to make her a permanent possession of the United States.	1	4 (3%)	12 (6%)
2) Let us continue to occupy Japan indefinitely until all their war-leaders have been tried and punished and we are sure they are ready for self-government.	3	108 (71%)	108 (57%)
3) Let us hand the entire Japanese problem over to the United Nations for a solution.	4	22 (14%)	47 (25%)
4) Let us get out of Japan and make a treaty with her fully recognizing her as a sovereign nation.	2	7 (5%)	13 (7%)
5) None		10 (7%)	10 (5%)
<i>Weighted Average</i>		3.0	3.0

### 15. American-Fascist Relations

1) The United States should become more friendly with Spain and Argentina so that they will become our allies if we ever go to war against Russia.	1	15 (10%)	22 (13%)
2) We should admit Spain into the United Nations even though we are not in favor of her type of government.	2	22 (15%)	30 (18%)
3) Let us keep Spain out of the United Nations but maintain diplomatic relations with her.	3	48 (32%)	49 (29%)
4) Let us go all the way and break off diplomatic relations with Spain and Argentina. Their dictators are a constant menace to our peace and democracy.	4	35 (23%)	50 (29%)
5) None		29 (20%)	18 (11%)
<i>Weighted Average</i>		2.8	2.8

### 16. American Intervention in China

1) We should withdraw all our armed forces from China immediately.	4	31 (21%)	32 (19%)
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## VETERANS' ATTITUDES

	Weights	Choices	
		Vets	Non-Vets
2) We should keep American forces in China to protect our interests, but we should not take any sides in the present Civil War between the Nationalists and the Chinese Communists.	3	54 (36%)	78 (46%)
3) We should give economic aid but no military aid to Chiang Kai-Shek's Nationalist forces.	2	40 (27%)	36 (21%)
4) We should actively participate with all our forces to help the Nationalists against the Chinese Communists.	1	9 (6%)	14 (8%)
5) None		15 (10%)	11 (6%)
<i>Weighted Average</i>		2.8	2.8

### 17. Japan's Island Possessions—The Pacific

Islands that the United States conquered from Japan, such as Iwo Jima, Okinawa, etc., should be:

1) Returned to her because they belonged to her at the beginning of World War II.	1	1 (1%)	12 (7%)
2) Retained by the United States because they were taken at tremendous cost of American lives and because they are necessary to our security.	2	104 (71%)	95 (56%)
3) Given to the United Nations, which should hold them as a trusteeship under the supervision of some power until they are ready for independence.	3	28 (19%)	47 (28%)
4) Given their complete independence immediately.	4	4 (3%)	7 (4%)
5) None		9 (6%)	9 (5%)
<i>Weighted Average</i>		1.5	2.2

### 18. Federal Aid to Education

1) The United States should not spend any Federal money to aid education. This is a local problem and should be solved by the states. Once the Federal government starts to finance education it will end up controlling it and that will lead to bureaucracy.	1	23 (16%)	7 (4%)
2) The United States should maintain its present policy of granting small sums for such things as school lunches. Beyond this, it should not go.	2	35 (24%)	22 (13%)



	Weights	Choices	
		Vets	Non-Vets
3) The United States should grant large sums to all schools, public and parochial. This will enable young men and women all over the United States to receive the same excellent education.	3	55 (38%)	75 (43%)
4) All education should be centralized in a Federal Department of Education. However, government money should be spent only on public schools, not parochial schools, since church and state must remain separate in the United States.	4	24 (16%) 9 (6%)	49 (29%) 18 (11%)
5) None			
	Weighted Average	2.6	3.1
	Average of all Weighted Averages	2.62	2.77

An analysis of this experiment might provoke the following objections.

1. The number of students was too small to permit definitive conclusions.
2. The questions were too many and too difficult for considered, deliberative thought during the space of just one class period of 36 minutes.
3. There are not equal distances or differences of attitude between each of the four suggested solutions in each of the questions.
4. In some cases, different readers will disagree on the respective weights granted to each part of the question. In these difficult cases, some will say one type of solution, for example, is the most radical; others will determine that some different solution is the most radical.
5. Some will want to know what criteria were applied in determining "most radical" or "most conservative" solutions. We have tried to use these words in their most popular, common, day-to-day sense. It is of course understood that the most radical or most conservative is not necessarily the "wrong" solution. Sometimes, one of these is the one most Americans would vote for as the appropriate solution.

An examination of the weighted averages shows that the anticipated archconservatism of the veteran is utterly nonexistent. The over-all differences between the two groups represented by the numbers 2.62 for veterans and 2.77 for non-veterans indicate only a

## VETERANS' ATTITUDES

slight margin of liberalism in favor of the non-veterans. On the following topics there was complete or almost complete agreement: Negroes, labor unions, rent control, United Nations, Anglo-American relations, Palestine, Germany, Japan, American-Fascist relations, and China. The veterans propose more radical solutions for the United States Army and Navy; the non-veterans would go further in solving the following problems: refugees, Communist Party, atom bomb, Soviet foreign policy, Japan's islands, and Federal control of education. The strongest differences of opinion are reflected in the answers on the questions of refugees, Japan's possessions, and Federal aid to education.

A comparison of the particularly popular and unpopular solutions will shed additional light on the question, "Do veterans have different opinions?" The following choices were most popular:

	Veterans	Non-Vet.
Ques. 4: Let us keep rent ceilings, etc.	74%	72%
14: Let us occupy Japan indefinitely, etc.	71%	57%
17: Let us retain Japan's islands, etc.	71%	56%
3: Unions should be voluntary, etc.	66%	55%
2: Negroes should have all rights, etc.	58%	67%

The following choices were least popular:

Ques. 2: Negroes are the cause of most crimes, etc.	1%	1%
2: Negroes should not mix with white people, etc.	2%	2%
4: Ceilings on rent should be repealed, etc.	1%	4%
17: Japan's islands should be returned, etc.	1%	7%

The above data indicate a consistent similarity of attitude on the part of the two groups. The problems that arouse the strongest feelings of the veterans receive the strongest support of the non-veterans; solutions that seem least desirable to the veterans are extremely unpopular with the non-veterans.

An examination of the "None" choices for the two groups indicates that the average percentage for the veterans was 10% and for the non-veterans 9%. This demonstrates that there is strong identity between the two groups in this factor. What "None" really signifies is capable of a varied interpretation, either favorable or unfavorable. On the one hand, it might be said that it measures suspended judgment or a critical attitude toward the way the questions were worded. On the other hand, it might simply signify lack of knowledge or utter confusion at the variety of choices.

The slight margin of liberalism of the non-veterans, referred to



above, becomes more pronounced when one examines specific choices in the two groups of students. As Dr. J. Wayne Wrightstone of the Bureau of Reference, Research and Statistics has indicated, "The weighted averages conceal some of the most interesting, specific and diagnostic findings of the opinion poll or attitudes survey." He calls our attention to the following instances of sharp cleavage of opinion, almost every case being that of the non-veteran group being "left" of the veteran group.

	Percentage chosen	
	by Vet	Non-Vet
1. Refugees: for unlimited immigration into U. S.	6%	20%
2. Negroes: for segregated housing for full equality	37%	25%
3. Trade Unions: for closed shop	58%	67%
6. Atom Bomb: for destroying the secret	19%	26%
7. Army and Navy: for a very small force for a very large force	6%	18%
9. Soviet-American relations: Treat Russia and Eng- land alike	36%	46%
Stop helping Communist countries	49%	31%
10. Soviet foreign policy: Same as Fascists	29%	41%
Harmful to us	26%	7%
Similar to our policy	31%	21%
12. Palestine: for free immigration for Arab control	14%	34%
14. Japan: for continued occupation for UN solution	21%	34%
16. China: for American neutrality	6%	11%
17. Japan's Possessions: to be retained by us	71%	57%
18. Federal Aid to Education: for status quo	14%	25%
	36%	46%
	71%	56%
	24%	13%

Which group reflects opinions that are definitely more internationally-minded?

6. Atom Bomb: Surrender it to UN	34%	26%
7. UN police force	3%	7%
12. Palestine problem to UN	41%	28%
14. Japan: to UN for a solution	14%	25%
17. Japan's islands to UN	19%	28%

Neither group seems to be predominantly in favor of handing problems over to the UN for solution.

## VETERANS' ATTITUDES

Which group retains more bitterness toward our defeated enemies or is more anti-fascist?

13. Germany: destroy her completely	18%	25%
14. Japan: annex her	3%	6%
15. Spain and Argentina: break off relations	23%	29%
17. Japan's island possessions: annex them	71%	56%

These responses indicate that our non-veterans are more opposed to Fascist countries than our veterans, but that on the question of Japan opinion is somewhat confused.

Which group is more anti-Communist?

5. Communists are criminals	17%	7%
9. Help anti-communist countries and stop helping com- munist countries	44%	28%
10. Communists are as bad as Nazis	29%	17%
16. Against the Chinese Communists	6%	8%

Veterans seem more pronounced in their opposition to Communism.

The above data seem to indicate a point of view on the part of the non-veterans veering more definitely to the liberal or leftist camp than that of the veterans. More so than the veteran, the non-veteran has expressed a feeling of kinship, support, or sympathy for the weak, the oppressed, and the scorned in contemporary American society, viz., refugees, Negroes, Communists, Japanese, Chinese, etc. Does this reflect the psychology of the "conquering army"? One wonders. Did two or three years of additional civilian life in the most democratic society in the world make the non-veteran vote the way he did? Should the veteran be given another "orientation course," a re-orientation course? Or is it the non-veteran that needs orientation?

It would thus appear that, as far as it goes, this study warrants the following conclusions. First of all, the veterans as a group do not represent an extremely conservative or reactionary section of society that threatens to develop into a Fascist nucleus as some people would have us believe. In the over-all picture, the two groups have about the same general trend of opinion or attitude. However, on certain individual reactions in the fields of both domestic and foreign politics, the veterans are somewhat more conservative than the non-veterans. The authors venture the belief that these differences will become less and less defined in the years to come as veterans mingle with non-veterans in field, factory, office, and campus.



## The Young Worker and His School Life

ABRAHAM EHRENFELD

Junior High School 120, Manhattan

When a boy decides to go to work, he needs help in finding a suitable first job and guidance in holding the job and in planning for advancement and promotion.

An experiment in a School-Work Project was carried on in the James Fenimore Cooper Junior High School 120, Manhattan, during the war emergency, when the employment of 16 year old boys was sought in many job areas. Mrs. Emma S. Penn, our Guidance Counselor, and Miss Edith Dodson, Employment Counselor of the United States Employment Service, evolved a cooperative program to correlate the pupil's work life with his school life.

This cooperative program is described in the following reports prepared by them. There can be no doubt that such a School-Work Program is of great value to both pupils and employers. Moreover, the success of this project suggests the vital need of a further step in an effective guidance program for youth. A greatly expanded program of post-school guidance for young workers might well be carried on by the school, by welfare and community agencies, to follow up and supplement the in-school guidance work. Boys who are suddenly cut off from the guidance the school has to offer, who continue unemployed, and who frequently and casually change jobs, have no realistic conception of how to make the most of the conditions they face. They represent a waste of human resources and potential citizenship.

### The School-Work Project

In the early days of the war, it became apparent that a great many pupils in the school were either working or were seeking work. In January, 1944, therefore, the Counselor surveyed the school and found that 761 pupils were working after school, that a large number of these pupils were employed in work expressly forbidden for children under sixteen by State and Federal laws, and that many of them were working without work permits. A realistic approach to this problem was made, and it was agreed that, since the children's labor would be used in the war emergency in any case, the guidance program should provide for them a part-time placement service correlated with their school life.

The United States Employment Service was invited to cooperate with this program. After several conferences they began their par-

## THE YOUNG WORKER

ticipation with the assignment of an employment counselor in the school guidance office three afternoons a week. A cooperative program that would correlate the pupil's work life with his school life, protect his health, safeguard the conditions of employment, cooperate with parents and prevent future educational handicaps and casualties was evolved.

The United States Employment Service undertook

1. To carry out the placement program on an exploratory basis by soliciting jobs, and referring and placing applicants on part-time after-school jobs.
2. To follow up the placement with the employer and the pupil for purposes of work adjustment and individual guidance of these young workers.
3. To prevent the performance of jobs that violated the Laws Governing the Employment of Minors in New York State.

The School Guidance Program planned

1. To integrate the pupil's work experiences with his school work.
2. To follow up the young worker in school for purposes of school adjustment and for the individual guidance of the pupil.
3. To implement the issuance of work permits with the guidance of the pupil and parent as to the job, its values and its relation to his total experiences in and out of school.

**INTEGRATION.** An overall school program was developed. One of the first concerns was providing greater flexibility in arranging the school day for pupils at work. The schedule was first adjusted so that the school day would close at 3 o'clock. A school plan of "work passes" was established. When employer and parent made an urgent request, in a few special instances, the pupil was excused at 2:30 or later, so he would reach his job at 3 o'clock.

A closer relationship between the curriculum and pupil employment was developed by stressing at all times the importance of education and of continuing in school. Guidance in this direction was provided when needed.

This overall program also disseminated information on child labor laws, on the mechanics of work permits, on social security provisions, and practical aspects of the social security program. In groups, the pupils also discussed their employment problems and shared their work experiences. Occupational information was gotten in this way, and the pupil was fortified with some background for his work life.

**FOLLOW UP.** Application for work was made in the guidance office, preparatory to placement by the U.S.E.S. counselor. The Junior Self-Application Form of the U.S.E.S. was used for this



purpose and was kept in duplicate, one in the guidance office and one in the U.S.E.S. office. A summary is given in Tables I and II:

Table I PUPILS APPLYING FOR PART-TIME JOBS  
Classified by Grade in the School

Grade	Number
7A	14
7B	20
8A	22
8B	49
9A	97
9B	76
Specials (C.R.M.D.)	26

Table II PUPILS APPLYING FOR PART-TIME JOBS  
Classified by Age

Age	Number
14 years and less than 15	63
15 years and less than 16	154
16 years and over	87
Total	304

The largest number in the grade sequence was in the 9A. The number in 9B is not largest because the 9B school register is smaller and because the pupils concentrate on school work more seriously in 9B, their graduation grade. It is also significant from these tables that the largest number of boys seeking jobs was the 15-16 year group.

The remainder of this analysis will deal with the factual data gathered from interviews with a sampling of 140 boys. The data which relate directly to employment were presented in a separate report by the U.S.E.S. The tabulation of these 140 pupils placed in jobs in Tables III and IV conforms very largely to grade and age classifications of the pupils who applied.

Table III THE GRADE DISTRIBUTION OF A  
SAMPLING OF 140 IN PART-TIME JOBS

Grade	Number
7A	6
7B	7
8A	9
8B	20
9A	50
9B	35
Specials (C.R.M.D.)	13
Total	140

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Table IV THE AGE DISTRIBUTION OF A  
SAMPLING OF 140 PUPILS PLACED IN PART-TIME JOBS

Age	Number
14 years and less than 15	28
15 years and less than 16	82
16 years and less than 17	30

One of the questions asked in the interviews with these 140 boys was their primary reason for working. Table V gives these reasons.

Table V REASONS GIVEN FOR WORKING BY 140 PUPILS  
PLACED IN PART-TIME JOBS

Reasons	Number
For Personal Expenses	58
To Help Mother	42
For Spending Money	20
To Save for Education	10
To get Experience	7
Other Reasons	3
Total	140

The largest number of boys was working to meet "personal expenses," a term which meant that, for the most part, they helped with the family income. "Personal Expenses" to one boy meant buying the clothes he needs—to another buying the basic essentials in the home like food, medicine, usually provided by the parent. The first two reasons given by 100 boys in reality merge into each other. By "spending money" most boys meant they wanted the feeling of independence, of managing money of their own which their parents could not provide. "Other reasons," given by 3 boys, meant to get clothes for high school, to buy a musical instrument, and to imitate friends who were working.

Tables VI and VII which follow attempt to show the relation of employment to the achievement and attendance of 140 pupils before and after they were placed in jobs.

Table VI ACHIEVEMENT RATINGS OF 140 PUPILS  
BEFORE AND AFTER JOBS WERE SECURED

Achievement	Number
The Same	88
Better	32
Worse	20
Total	140



Table VII ATTENDANCE RATINGS OF 140 PUPILS  
BEFORE AND AFTER JOBS WERE SECURED

Attendance	Number
The Same	94
Better	28
Worse	18
Total	140

Any deductions from these tables must be made in perspective and may be neither valid nor reliable. So many factors condition the achievement and attendance of pupils quite apart from their jobs. There is also definite correlation between school attendance and school achievement, and one factor controls the other. That pupils use their time and energy on jobs does not mean that they would be occupying their time and interest more wisely or profitably in school preparation and worthwhile leisure if they were not working. The attendance counselor has deduced from his contact with pupils that jobs improved the school effort and morale of boys, and satisfied a fundamental drive and urge. It *can* be deduced with accuracy that properly supervised and controlled part-time employment does not *lessen* the achievement nor attendance of pupils in school.

This follow-up would be incomplete without a tabulation of the learnings which pupils themselves feel they have received from their jobs. Table VIII presents this summary.

Table VIII OPINIONS OF 140 PUPILS ON  
LEARNINGS FROM THEIR JOBS

Learnings	Frequency
How to Meet People	107
How to Work with People	120
How to "Travel"	20
How to Follow Directions	110
What Work Is Like	60
About Personal Appearance	112
About Manners	115
About Punctuality and Regularity	135
About Honesty	135
What Efficiency Is—Speed, Accuracy	96
About Judgment	53
About Skills	41

The boys estimated good work habits—punctuality, regularity of attendance—as the greatest employment asset. Learning how to work with people was second in frequency among the items checked during the interviews. The pattern of performance of pupils in job, for

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the most part, followed their pattern of performance in school. However, at no time was a job withheld as punishment for lack of performance in school. The motivation in guidance was to attempt to provide the pupil with an experience of success in his job through which he might learn to become a better student and a stronger person.

The jobs provided personality training. The pupils who felt that they "learned skills" were impressed in their jobs by the right, efficient way to do anything—whether delivering groceries, tying bundles or "jerking sodas." One of the emphases in the project was to secure jobs for boys in all parts of Manhattan, and not just in Harlem, so that they would be integrated in the larger work life of New York City. However, the boys who said they learned "how to travel" meant that they learned about other parts of New York City, which concentrated life in Harlem is apt to "shut out" for so many youngsters.

PUPIL-PARENT GUIDANCE. Greater interest and cooperation from pupils and parents in the School-Work Program was revealed as the project developed.

1. Standards of acceptable employment began to improve. This was shown the second year of the experiment when after a follow-up survey it was discovered that about 300 fewer pupils were working in unapproved work or without work permits.
2. The routine procedures and mechanics of work-permit issuance were observed and executed with more care. This result permeated the whole school.
4. Parents began to call at the school to ask that jobs be given their boys, and to follow up the experience of the boy on the job.
5. There was, of course, the danger that after-school employment might decrease the time for study and for needed leisure. This possibility was discussed with pupils and parents. Out of this came increased awareness of the importance of these considerations. However many parents, most of whom were employed and not at home to guide their children after school, wanted their boys to work to keep them "off the street" or "away from bad boys." Others felt that the financial assistance was a more



pressing and vital concern, and that the dangers of working could be guarded against.

6. Related to budgeting time was also the problem of budgeting the boys' earnings. Facing this was helpful to pupil and parent and fruitful for future planning.
7. Since the issuance of the work permit was controlled, health had the safeguard of a special health examination and could thus be interpreted to the parent.

#### Evaluations and Conclusions

1. Pupils have acquired work habits of accuracy and concentration.
2. They have been impressed with the importance of personal appearance, of good attitudes toward work and workers, of courtesy and good manners.
3. They have learned how to work in an adult world and have learned the "tricks of the trade."
4. They have mastered some new skills and have found out much more about themselves.

The cooperation of the United States Employment Service has been an outstanding influence in the school-work project. The inclusion of a placement service in the school has resulted in a better integrated guidance program that provided a more complete service to its pupils.

EMMA SHIELDS PENN

Educational and Vocational Counselor

#### Report—November 1944 - June 1945

Since February 1944, the Service Industries Office of the United States Employment Service of the War Manpower Commission, located at 40 East 59th Street, has cooperated in the school's guidance project and has assigned an Employment Counselor on a part-time basis to make work experience possible for the students.

For the most part, these were the students' first jobs. It was important to point out to them the responsibilities which one must assume when one becomes a wage-earner. In every interview with the boys the employment counselor discussed in detail the qualities which make for success and satisfaction in any job. Stress was placed on appearance, honesty, attitude, accuracy of work, punctuality and regularity of attendance, promptness in execution of all tasks assigned, and ability to meet and get along with different types of people.

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PREPARATION. Before the boys were sent to the counselor, they had participated in discussions held by their teachers and the Educational-Vocational Counselor at the school, on the laws governing the employment of 14-16 year old boys and the importance of securing working papers. Each step in the process of getting working papers was carefully gone into. With every referral card, they were also given a pledge-of-employment blank to be filled in by the prospective employer, and advised to bring the completed form back to the office. At the same time they were requested to have one of their parents or their guardian call at the office to sign permission for them to work. They were told that failure to do this would prevent them from working. After the parent's signature was secured and the pledge of employment filled in, they were sent for a physical examination at the Health Department; after passing this examination, they were immediately granted working papers by the certifying officer if the employment was suitable.

The attention given to this detail resulted in fewer boys' accepting "illegal" jobs they had secured themselves. The boys voluntarily sought the employment counselor to explain the jobs they had, and to ask whether or not it was all right to accept them. These visits were followed up by a telephone call to the prospective employer, who had unwittingly hired a boy illegally, to advise him of the law and the limitations that applied to him. We also advised him that we might be able to send him a boy from another source who would meet his needs.

Several mothers whose sons wanted to work called to talk with the counselor, who discussed the kinds of work available, the hours and wages, the law and the working-papers procedure.

FOLLOW-UP. All placements made through the month of May were followed up with the employers, and the boys. Very few complaints were registered by employers. When these were made, they fell into two categories — (1) the boys either were not regular or punctual in attendance; or (2) took too long to complete a task. The counselor always suggested that the employer have a talk with the boy, pointing out that the work must get out on time, that he was only there about two hours per day, and that unless he worked the entire time, he was of little service. A complaint received from an employer was followed up by discussion with the boy in question. Employers, especially those who hesitated to take the young boys,



often called to say the youngsters were working out quite well and just needed good supervision—which was to be expected. The counselor from time to time talked with employers to stress the importance of releasing the boys promptly at the time called for on the working papers filed with him.

In talks with the boys about their work the counselor reminded them of their responsibility to the employer, and the personal satisfaction in knowing that their job was well done, and the importance of establishing a good work reputation. Whenever a boy was praised by an employer, the counselor passed this information on to the student as an incentive to continue good performance. A boy's shortcomings were pointed out and discussed with him, and the boy was usually willing to make an effort toward correction.

**TYPES OF JOBS.** The boys have been placed on delivery jobs for drug stores; as errand boys for retail millinery, dress and specialty shops, florists, commercial stationery stores, and photo service houses; as messengers for communication firms; as stock boys or packers or shipping helpers in department stores; as pantry and linen room helpers in hospitals; and as houseboys in hotels, where they help in the linen room and with light cleaning. Those over 16 we were able to refer to factory jobs. In all the above jobs, boys work 2 or 2½ hours on school days, and from 4 to 8 hours on Saturday or Sunday. Wages vary from 42 cents to 60 cents per hour, with the average being 50 cents. Few specific skills have been learned. Those placed in factories on assembly work, or as stock clerks, packers, etc., in stores have had the greater opportunity to acquire skills. All have learned that in order to achieve a goal, determination and sacrifice are necessary.

The attached charts indicate the number of boys interviewed in each age group, the number of times these boys were referred and the number of placements resulting. The reasons for non-placement cover six categories:

1. The mother objected to type of work.
2. Boys failed to report for job.
3. Job filled before their arrival.
4. Failed to return with working papers.
5. Employer decided to take an older boy.
6. Type unsatisfactory (too small).

## THE YOUNG WORKER

**RESULTS.** The United States Employment Service participation in this experiment has helped reduce the number of 14-16 year old boys in illegal employment by placing them in suitable jobs at fair wages. It has made the boys aware of the kinds of jobs available to them, and of suitable places of employment. It has enlightened employers on provisions of the labor law and has opened to them a new source of labor supply. It has contributed to the growth of the boys in helping them to plan their time and budget their money. In many cases, the earnings of these boys have helped to supplement the family budget. It is important for the USES as a public service to review the possibilities for greater placement in the future of this 14-16 year old group.

EDITH DODSON

Employment Counselor

CHART I

	Number of Boys Interviewed	Number of Referrals	Number Placed
14 years—less than 15	124	127	77
15 years—less than 16	164	170	81
16 years and over	61	60	41
TOTALS	349	357	199

CHART II

Month	Inter-views	Refer-rals	Refer-rals	Essen-tial Place-ments	Essen-tial Place-ments	Tele-phone Solici-tations	Follow-up Interviews
December, '44	106	68	*0	44	**0	100	0
January, '45	130	50	*0	10	**0	107	32
February	81	41	10	24	0	145	37
March	115	81	4	25	0	176	16
April	76	34	1	50	1	138	33
May	87	50	7	25	3	174	57
June	73	33	17	21	10	46	24
	668	357	39	199	14	886	199

\* During the months of December and January, separate figures for essential referrals were not kept.

\*\* It was not until April that a separate figure for essential placements was kept.



## Can Propaganda Promote Democratic Education?

WILLIAM ISAACS and JULES KOLODNY  
Christopher Columbus High School

*"Teaching what is known as citizenship to high school pupils these days is largely a matter of teaching them not to act like adults."*

—The Nation, June 29, 1946.

The war and the post-war years have seen the growth and development in the United States of an anti-intellectual attitude among many segments of the American people, including educators. What makes for this distrust of reason is something about which there is considerable difference of opinion; but of its widespread prevalence, there can be little doubt.

As one writer recently expressed it:

*"The 'rational man' has come, in fact, to have a thoroughly bad reputation in sophisticated circles, and those who try to give good reasons for what they think and do are more likely to be viewed with suspicion as hypocrites or wishful thinkers than with friendliness as moral agents. This anti-intellectualism . . . has had its considerable part in enhancing our current mental and moral instability and confusion."\**

In surveying our world, some educators prefer to suppress their fears and expound their hopes; to depend upon authority and intuition for their beliefs; and to lean upon propaganda and indoctrination for their methods. They find this approach more expedient, more comforting, and less distasteful than the more difficult procedure of looking for and accepting the facts (often unpleasant and distressing) of current problems and applying the methods of logic to an analysis of them. Like all human beings, teachers are very often guilty of "thobbing," to use a word coined by Henshaw Ward. "We all think out the opinion that pleases us and then believe it."\*\*

**ESSENCE OF DEMOCRATIC EDUCATION.** Like many other teachers who have written on this subject, we believe that the chief job of our schools today is to *educate for critical thinking*\*\*\*. It is indubitably true that the capacity to think varies among students.

\* Arthur E. Murphy, *The Uses of Reason*, pp. 4-5.

\*\* Henshaw Ward, *Thobbing*, p. 7.

\*\*\* See Sidney Hook, *Education for Modern Man*, for example.

## PROPAGANDA AND EDUCATION

Not all of them reason equally well, nor can they all profit from a straight, undiluted type of intellectualized education. The very existence of varied courses of study in junior, academic, and vocational high schools is evidence enough for this.

What we do maintain, however, is that while the approach, the materials, and the content of education must be varied to suit the age, intellect, and special interests of any given group, *reasoning and analysis can and should be carried on at all these levels, commensurate with these varying factors.*

The point is especially made that since high school pupils are adolescent, most of them are incapable of sustained, critical thinking. This is probably not true. They have the same capacity as their elders to think issues through; what they lack is the practical wisdom which sometimes comes with age and experience. If it were true, moreover, one might well question the tenability of the democratic hypothesis. Its implicit assumptions are that the youth of America can be taught the basic concepts of intelligent citizenship; that the problems of a democratic society are *not* too complex for the understanding of the greater number of its citizens; that it is possible for them to participate with interest and intelligence in formulating and solving these problems. If adolescence is not the time and high school not the place for clear thinking, when and where are American citizens going to learn this difficult art? After completing high school? The great majority of them will never enter a classroom again for the remainder of their years. On fundamental matters, what the high school leaves untaught will very likely remain unlearned.

In our opinion, democratic education has a two-fold task: (1) Regardless of the topic, all discussions should contribute directly or indirectly to teaching students how to reason and think on political, social, and economic questions. Although a knowledge of facts is important, education is not mere fact-accumulation; facts about democracy may soon be forgotten; techniques and habits of thinking about democratic problems are likely to be more enduring. (2) The very essence of American society is its ever-changing, dynamic nature. There is no static formula which is so far-reaching, all-inclusive, and profound that, once learned, serves as a guide and a touchstone forever. Schools can make their greatest contribution to



effective citizenship by developing in students the habit of analyzing, reaching definite conclusions, and acting on all current questions. "Take thought and then take sides," summarizes our position.

**INDOCTRINATION FOR DEMOCRACY.** Since the chief alternative to education for critical thinking seems to be "indoctrination for democracy," we would like to indicate why we believe that such efforts are self-defeating and accomplish nothing in the long run.

It is extremely difficult to draw sharp lines between education, propaganda, and indoctrination. They all apply general psychological principles of conditioning in order to fix belief.\* But beyond this common factor, some broad distinctions can be made.

Education involves the imparting of knowledge, and the development of skills, habits, and attitudes. In accomplishing its objectives, education endeavors to serve no master but truth, and aims to develop reflective techniques by which truth can be obtained. Propaganda and indoctrination (the latter is nothing but the attempt to use "good" propaganda for advancing those doctrines believed desirable) aim to fix beliefs by any means—truthful or untruthful, honest or dishonest, logical or illogical. What is most important to the propagandist is the end; the only criterion for the selection of means is its effectiveness in making others accept that end which promotes the self-interest of the propagandist or the interest of the community as he conceives it.

The problem of means and ends is not a new one; its significance and implications have been debated and discussed many times before.\*\* We hold, with Aldous Huxley, that means and ends are in a continuous relationship. The means help to shape and determine the ends; neither can be isolated. Foul means do not and cannot lead to fair ends, nor dishonest and distorted means to honest and truthful ends.

Some educators, nevertheless, who spurn the blunt methods of propaganda make a case for "indoctrination." Their argument has a familiar ring: if Hitler could make millions of people swear undying allegiance to Nazism by propaganda, emotional appeals and manipu-

\* Allen L. Edwards, *Propaganda*, pp. 590-593, in *Encyclopaedia of Psychology*, edited by Philip Lawrence Harriman.

\*\* Cf. Max Lerner, *Ideas for the Ice Age*, pp. 40-41, and Aldous Huxley, *Means and Ends*, p. 10.

lative tactics, why can't similar (more decent, to be sure) techniques be used to indoctrinate for democracy? This contention, on the face of it, seems very plausible and convincing, but on closer examination it breaks down.

Although the techniques of propaganda—indoctrination, to their proponents—can make "100% Americans" out of more children than any other method, there are serious drawbacks. *Propaganda stifles thinking and creates robots and automatons with mush minds. It destroys the moral fibre of students and deprives them of any desire to think for themselves and to act in the light of their convictions.* Students who are the end-products of this kind of conditioning are intellectually unprepared to play any dynamic role in a democratic society.

As Sidney Hook has observed:

*"The belief that faith in democracy can be instilled by the same methods as faiths in other forms of society overlooks the distinctive character of the democratic faith. This lies in its assumption that the reasonableness of the democratic way of life may be established by open, critical inquiry of its consequences. . . .*

*"This means that ultimately a democracy is committed to facing the truth about itself. . . . A democracy is the only society which in principle believes that men can accept the truth in every realm of thought, and live with it."\**

**WHO FAVORS PROPAGANDA?** Many teachers will tell us that we are setting up straw men, that nobody really favors the blunt techniques of propaganda, and that very few use indoctrination in the classroom. Unfortunately, this is not entirely true. Some propaganda is implicit in all teaching; some of it is consciously disseminated; and some is carried on by educators who may have never formally analyzed or seriously questioned the basic assumptions of their own thinking.

Since all schools under any social order are agencies of that society, and must operate within its framework of principles, tenets, and beliefs, all education contains at least implicit elements of propaganda or indoctrination. No American school is conducted under the assumption that communism or fascism is conceivably better than, or as good as, the American system. This becomes very evident, for

\* Sidney Hook, *op. cit.*, pp. 118-119.



example, from a typical statement issued some years ago at Teachers College:

"American education should make no pretense of neutrality about this great social objective. Our schools should be deliberately designed to provide an education in and for democracy."\*

In discussing the meaning of democracy, one should note that the agreement or disagreement found among educators depends upon whether democracy is analyzed in terms of generalities or particulars. It is possible to state the general attitudes and the broad fundamental objectives of the democratic hypothesis in such a way that little exception can be taken to any of it.\*\* But when an attempt is made to reduce democracy to specific doctrines, differences of opinion soon arise.

The core of democracy is its political doctrines. It is a form of government whose representatives are chosen at free elections in which people express their opinions and vote without fear of consequences; it is a system which safeguards the fundamental rights and civil liberties of all citizens, including dissenting minorities. The extent to which democracy can go beyond this in promoting the economic welfare of the American people depends upon organized public opinion and the operation of the "democratic process."\*\*\*

Although many political theorists are not prepared to extend their formulation of the democratic hypothesis any further, others speak more specifically of "economic democracy." Messrs. Laski, Wallace, and Hook maintain that political democracy is inadequate unless linked to economic democracy. But beyond that point their thinking diverges. Laski holds that economic democracy is possible

\* *Manifesto of Columbia University, Teachers College, Summer Session, 1940, New York Sun, August 14, 1940.*

\*\* For such a statement of the "minimum essentials of democracy" which are probably acceptable to most American educators, see: Educational Policies Commission, N.E.A., *Policies for Education in American Democracy*, pp. 103-104; Board of Education of the City of New York, Committee for the Study of Practical Democracy in Education, *Practical Democracy in Education*, p. 97; Irwin Edman, *Four Ways of Philosophy*, pp. 156-157.

\*\*\* For a critical analysis of democracy as essentially a political concept, and its relation to the economic sphere, see: Robert M. MacIver, *The Web of Government*, pp. 196-208.

only under a socialist economy.\* Wallace maintains that an elaborate Economic Bill of Rights must be incorporated within the framework of our political democracy.\*\* Hook carefully limits economic work of our political democracy to "collective bargaining by free trade unions and a democracy to 'collective bargaining by free trade unions and a guarantee of the right to work.'" Unlike Wallace or Laski, he is not dogmatic about the type of economic system under which economic democracy will work best. The political democracy itself must determine whether it will be in "an economy of free enterprise, a mixed economy or a predominantly planned economy."\*\*\*

Teachers who are indifferent to theoretical analyses are "apt to identify democracy with the things they would like democracy to do." To some of them, democracy is synonymous with Old Dealism and the beliefs of the right wing of the Republican party. It means to favor free enterprise, endorse a policy of militant nationalism, and be wary of the Soviet Union. To others, democracy is a kind of dynamic liberalism; its sponsors support the New Deal, demand the adoption of an Economic Bill of Rights, and favor a policy of international co-operation. (The formation of two rival organizations—the *Progressive Citizens of America* and the *Americans for Democratic Action*—indicates the split in the ranks of American liberals in their attitude towards the Soviet Union.)

Nor does this exhaust the possibilities. At the extreme Left and Right are a few "educators" who would consciously like to use the schools as media for disseminating totalitarian propaganda under the guise of democratic indoctrination. They implicitly assume that a democratic society owes an obligation to extend democratic rights even to those who would use such rights to destroy democracy. (Democracy has become an honorific word; it is so employed by all who use it, including its enemies.)

What is important at the moment is not to determine which of these viewpoints is most tenable and correct, but to observe that it is the function of teachers as educators to indicate the evolving nature of democracy, to separate the areas of common agreement from those of controversy, and to discuss the extent to which the

\* Harold J. Laski, *Democracy in Crisis*, pp. 215-216.

\*\* Henry A. Wallace, *Sixty Million Jobs*, p. 6.

\*\*\* Sidney Hook, "Exactly What Do We Mean by 'Democracy'?" *New York Times Magazine*, March 16, 1947, p. 48.



extension of democracy into other areas of life is desirable and possible.

If the foregoing analysis is sound, the use of propaganda (and indoctrination) must be abandoned because, unlike education, it is not concerned with the rationale of belief, but with belief itself. The attainment of democracy becomes impossible if students are deprived of the ability and the will to think about civic matters.

**THE TEACHER.** If educators realize how difficult it is for all teachers with political and economic convictions (and that means almost everyone) to avoid propaganda or indoctrination in their teaching, and if they are aware that this kind of "education" does not produce intelligent leaders or good citizens, it should be possible for them to adopt classroom procedures which will minimize the probabilities of bias in their teaching.

The position which we hold in common with many educators is that the school in a democratic society must be a clearing house for the exchange of political, social, and economic ideas, and a center for developing in students an abiding interest in the problems of our society, and for teaching them how to think and reach conclusions about these problems.

This viewpoint places important responsibilities upon teachers. They must not be propagandists, but must be more than moderators in class discussions. It is their responsibility to see that all sides get a reasonably objective hearing. Where the class is evenly divided, their job is to help elicit the best arguments for each position (and there aren't always only two). To encourage discussion and stimulate thought, they must, if necessary, take up cudgels in behalf of unpopular causes and build up cases for them.

If the teacher is asked by the students, moreover, "Where do you stand on this issue?" there should be no need for evasion.\* Upholding this attitude, Harold Laski once said, "... the teacher's function, as I conceive it, is less to avoid his bias than consciously to assert its presence and to warn his hearers against it; above all, to be open-minded about the difficulties it involves and honest in his attempt to meet them. For the greatest thing he can, after all, teach is the

\* Board of Education of the City of New York, *Modern History—Course of Study and Syllabus*, Curriculum Bulletin, No. 4, 1942-43, pp. 14-15.

*lesson of conscious sincerity. More truth is discovered along that road than can be found on any other."*\*

**THE SOCIALIZED RECITATION.** Even as indoctrination is evidence of too much loose, uncritical discourse by the teacher, the socialized recitation, for different reasons, is very often a manifestation of the same tendency on the part of students. Originally conceived, no doubt, to bring life and vitality into the classroom, the socialized recitation represents a definite advance over the older type of education. But it, too, suffers from some serious defects.

Students freely confess that they "throw a lot of hot air" in English and social studies classrooms. Teachers who listen carefully to the glib speeches very quickly detect that mere verbalisms often exist in students' minds in place of ideas which they understand. After everyone has had his say, most students leave somewhat bewildered and confused. They vacillate, fail to reach any conclusion, and are very much in "the position of Buridan's ass, starving between two hay stacks for want of decision."

If socialized recitations are to become even more effective instruments for democratic education, it is necessary to (1) delimit pointless talk, eliminate the tendency towards verbalism, and insist upon clearer and more precise thinking; (2) give students a working technique for solving political, social and economic problems which they can apply to classroom discussions, and to a solution of their problems as citizens.

The need for this is made apparent even in the literature of modern psychoanalysis:

"... We forget that, although freedom of speech constitutes an important victory in the battle against old restraints, modern man is in a position where much of what 'he' thinks and says are the things that everybody else thinks and says; that he has not acquired the ability to think originally—that is, for himself—which alone gives meaning to his claim that nobody can interfere with the expression of his thoughts..."\*\*

**A CLASSROOM TECHNIQUE.** We would like to suggest a technique for analyzing current problems in English and social

\* H. J. Laski, *The Danger of Being a Gentleman*, p. 47.

\*\* Erich Fromm, *Escape From Freedom*, p. 105.



studies classes which retains objectivity and impartiality, but avoids the pitfalls of pointless discussions.\* It is not a substitute for any type of lesson but rather an approach which can be incorporated into any lesson.

To confess and avoid, our approach is a restatement of the *scientific method*, which is certainly nothing new. Our own contribution is the emphasis upon a pattern of thought which is useful in the analysis of social problems, and the insistence that students be taught to reach definite conclusions and to act on them.

All controversial issues should be broken down in class discussion into the following subdivisions: (1) Why the controversy? To what extent are students affected by it? (2) What are the facts? (3) What interpretations of these facts are possible? (4) What is a reasonable decision to make under the circumstances? (5) What action should be taken to carry out one's convictions? (6) What changes in facts or circumstances would justify a change of mind?

Let us briefly examine each of these phases of any political, social, or economic problem.

**WHY THE CONTROVERSY?** While we are not primarily concerned with motivation at the moment, it is nevertheless true that to answer with insight, "Why the controversy?" is to motivate an entire discussion. Most problems in the social studies can be treated as controversies growing out of conflicting political philosophies or the tensions of opposing groups and forces, which seek to attain political power or to secure a larger share of the national income, or both. One of the most difficult situations with which teachers have to contend is the utter apathy and indifference of so many students. *If they can be shown how a problem arises, how they and their families are affected by it, and how they have a stake in the outcome, they are likely to show greater interest in the proceedings.* The "point of shock" theory appears to be an exceedingly fruitful approach. People are generally indifferent to political, economic, and social problems unless they are shocked by some major disaster or calamity. Although we do not hope for such occurrences to shock

\* Acknowledgments are made to the Editors of *The Clearing House* for permission to reprint this section of our article, which originally appeared, with slight modifications, as *Dynamics of Classroom Discussion* in the February issue of that magazine.

our students into an awareness of acute situations, perhaps we can awaken them to their need for solving housing, inflation and kindred problems, and for preventing another world war, by presenting case after case where tragedy can be traced, at least in part, to ignorance or indifference of a community or a nation, or by its willingness to allow a political clique or an economic pressure group to do its thinking.

**WHAT ARE THE FACTS?** All discussions must be based upon facts. Without them controversies become meaningless and opinions valueless. Students must present facts before stating conclusions; likewise, they must be trained to be extremely critical of conclusions and opinions which have no factual basis.

Three kinds of facts must be sharply distinguished: (1) Those facts which are known, agreed upon, and generally accepted. (For example, nobody questions that F. D. Roosevelt was the first American president to serve more than two terms, or that Harry Truman assumed the presidency upon Roosevelt's death.) Such facts cause little difficulty; they require an ability to read and, at most, a willingness to search for them.

(2) Those "facts" which are in dispute and upon which there is wide disagreement. (There is considerable difference of opinion, for example, of the extent to which President Truman has carried out the policies of the late president.) Fact-finding in such cases is not a simple matter; it depends very largely upon such factors as one's definition of terms, analysis, prejudices and interests. Class discussions should easily prove that no one can speak with certainty and authority of "facts" of this kind.

(3) Those reputed "facts" which are unknown at a given time, and which, perhaps, may remain completely unknown for all time. (Did Hess fly to Scotland of his own accord, or did he do so as an agent of Hitler?) Also, those "facts" based upon suppositions which are not really facts at all. Such "facts" attempt to foretell what would have happened had events taken another course. (Would world peace and the success of the *United Nations* have been a greater certainty had F. D. Roosevelt remained alive?) In dealing with "facts" in these categories, teachers must discourage the advancing of hypotheses resting upon flimsy foundations, and must teach



students to be skeptical and reject conclusions based exclusively upon such "facts."

Students must be warned against indulging in illogical, wishful thinking; their hearts must not control their heads. They must not come to conclusions which are at variance with recognized facts. Even where persons are in agreement upon the facts, they may differ in the meaning or significance they attach to them. It is likewise true that where all the facts are not altogether obtainable, different persons will frequently assign different values to the known facts, and, consequently, arrive at different interpretations. Students must be trained to look for more than one explanation of the facts, and to analyze and evaluate the different possible explanations.

**POSSIBLE INTERPRETATIONS?** Some insight into the individuals and groups supporting and opposing any given policy is of great value in helping students appraise the facts and arguments, and clarify the issues. Each student must ask such pertinent questions: *Who advocates this? What have the proponents to gain? Who opposes this? Why? What factors of family, home training, environment, prejudice, and self-interest would make me prone to support one side without wanting to examine the facts too closely?*

This, of course, raises the entire question of Propaganda and Propaganda Analysis. Conceived during the pre-war years as a technique for helping the American people clearly formulate their opinions on national and international questions, this study quickly passed into eclipse about the time of Pearl Harbor on the theory that a nation at war wants certainty, not skepticism and indecision. The moment seems ripe, however, for a revival of this study, which can do much to help students clarify their ideas and reach reasonable conclusions on public questions.\*

**HOW IMPLEMENT A DECISION?** Psychologists have given considerable insights into the thinking of people. Much of what passes for thinking is the accepting of ready-made opinions of others. It is therefore important for students to learn to make their own decisions and not to take them intact from parents, teachers, editorial writers, or radio commentators.

\* For a fuller discussion, see: William Isaacs and Jules Kolodny, "Towards a Theory of Propaganda Analysis," *High Points*, October 1941, pp. 16-32.

*"The decisive point is not what is thought but how it is thought. The thought that is the result of active thinking is always new and original; original not necessarily in the sense that others have not thought it before, but always in the sense that the person who thinks, has used thinking as a tool to discover something new in the world or inside of himself. . . ."*\*

*" . . . it is a good thing to foster the conditions in which men are encouraged to make up their own minds on essential issues, because the kind of people who can and will make up their own minds and take the responsibility for their own actions are the kind of people we want and are determined to be."*\*\*

Although all sides of an issue very often have a reasonable basis in fact, although genuine deliberation means examining all alternatives, political action, nevertheless, requires the acceptance of one point of view. The importance of taking a position cannot too strongly be stressed. Citizens are constantly asked to make judgments. At the polls, they are called upon to choose between candidates A, B, and C, each of whom gives many good and bad reasons in support of his policies. Students must learn to make a final choice, even if the evidence conflicts and a choice is difficult. This is the typical situation one finds in most political, social and economic problems; very little would ever be done if decisions were made only on the basis of completely known facts, or only where the superiority of one candidate over the others was clearly beyond dispute.

*A major failing of American education has been its excessive verbalism.* A great deal is said about social problems, but nothing is done; to make matters worse, when students suggest some appropriate action to implement a particular discussion, teachers generally disapprove. Even many of the followers of John Dewey, who make so much of learning by doing, often behave as though social problems and social action are unrelated.

*What Justifies a Change of Mind?* Even as it is necessary for students to take a position on every vital issue after learning the facts, evaluating them and reaching some conclusion, it is also essential

\* Erich Fromm, *op. cit.*, p. 195.

\*\* Arthur E. Murphy, *op. cit.*, p. 123.



for them to understand that all judgments in political, social, and economic matters are never final, but subject to revision in the light of new facts or changing circumstances. In solving our day-to-day problems, we cannot always wait until we know *all* the facts. We act, and test our conclusions by the results. If these do not measure up to our expectations, or if new facts enter into the situation, we must revise our judgment. For example, the average citizen may vote for Candidate A and support Party X on the basis of their platform, promises or past performances; he may take a definite position on some phase of American foreign policy. He is not bound to hold that position forever, but is justified in changing his mind if subsequent developments, which he has carefully studied, warrant it.

**SUMMARY.** What does all this add up to? We have argued for a few fundamentals: (1) *Students can best be interested in the problems of democratic living if shown how all citizens are significantly affected by the solution of these problems.* (2) *Dynamic citizenship in a democratic society depends primarily upon education for clear thinking rather than upon propaganda or indoctrination.* (3) *Every lesson must embody the elements of clear thinking: facts, analysis, interpretations, and conclusions.* (4) *Emotionalized teaching should supplement rather than supplant critical thinking, which should be taught at all levels.* (5) *Students must learn to make decisions on all major issues; on-the-one-hand and on-the-other-hand thinking must be banished.* (6) *The teacher should participate in all discussions and see that every viewpoint gets a fair and an adequate presentation.*

We would suggest that the following chart be displayed in every English and social studies classroom, as a guide to logical and pointed discussion:

#### SOLVING OUR PROBLEMS

- |     |  |                                      |
|-----|--|--------------------------------------|
| I   | What are the facts?  | { accepted?<br>disputed?<br>unknown? |
| II  | What different interpretations can be made of these facts?       |                                      |
| III | What groups or interests support and oppose each point of view?  |                                      |
|     | Why?   |                                      |
| IV  | What is your position? How do you justify it?                    |                                      |
| V   | What can you do about it?  |                                      |
| VI  | What new facts or circumstances would make you change your mind? |                                      |

## The Child's the Thing: The Teacher and the Social Worker

LEOPOLD LIPPMAN\*

Well, it certainly has been a pleasure to meet you.

This seems to summarize the spontaneous reactions of teachers and social workers to the new worlds opened to both groups through a workshop course now completing its third year. Offered to teachers by the Board of Education's Bureau of Child Guidance, the course is arranged each semester with the cooperation of three regional affiliates of the Welfare Council: the East Harlem Council for Community Planning, the Sara Clapp Midtown Council of Social Agencies and the Yorkville Civic Council.

The school system's apt phrase "alertness credit" holds a doubly enriched meaning when applied to the In-Service Workshop in Social Agency Resources. The teachers get the credit toward professional advancement; and both teachers and social workers are put on the alert. The most significant outgrowth of the workshop is recognition of the fact that schools and social agencies are concerned with different facets of the same diamond—the child. No longer is the youngster merely a "pupil" or a "client"; now he is an individual. Truancy, delinquency, tardiness, many learning difficulties, all are seen as symptoms of juvenile maladjustment which may have the same roots.

Conceived in the spring of 1942, the workshop course was first given that summer as a one-week series of meetings, keeping the teachers busy from 9 A.M. to 3 P.M. for five days. Then, in January 1943, it was conducted for the first time during the regular school semester, and was thereafter arranged on an after-school basis of fifteen weekly meetings, each lasting an hour and forty minutes. The course is planned by a committee representing different types of agencies, enlisted by the Welfare Council's regional affiliates.

**VISITS.** Except for the introductory and concluding sessions, the group meets each week at the headquarters of a different agency, surveying the facilities and talking with agency staff members. In each case, the agency spokesman's description of the work is followed by uninhibited discussion. Among the agencies visited by a

\* Assistant Director of Public Relations, Welfare Council of New York City.  
† Reprinted from *Better Times*, April 1946, with permission of the editor.



typical group are: a day nursery, a health center, the Children's Court, a family welfare agency, a public welfare center, a child placement agency, a vocational counseling service, a housing project, the Social Service Exchange, and citywide and local councils of social agencies.

Each agency visited is prepared in advance for the group of teachers. As the course proceeds, the interests of the group help determine the agencies to be visited.

**EXPANSION.** At the start, members of the group were drawn from the schools in the area covered by the three regional councils, which includes most of Manhattan east of Fifth Avenue. It quickly became evident that the value of the workshop was not restricted to this territory, however, and by the fall of 1943 it had been opened to teachers from all parts of the city. The current group includes teachers, health counselors, grade advisers and assistants to deans in the city's elementary, junior and senior high schools. The participants come from schools in "problem areas" and in "good communities." The variety of constituencies represented in the group enables the teachers to see their own students' difficulties in a broader context.

**PRACTICAL EXPERIENCE.** The teachers are encouraged to describe specific cases which are troubling them, in order to pin down on a practical basis the principles they are learning. When the present group visited the Children's Court, early in March, several teachers raised a pertinent question: how to catch maladjustment at an early enough stage to prevent recourse to the court. One of the group gave a special point to the discussion by telling of a 10-year-old child in her class, a girl whose learning achievement is two years behind her chronological age, though her intelligence as measured by tests is up to standard. The child's parents are separated, and the mother is slow to cooperate with the school. From what they had learned previously, the group immediately perceived that the causes of the difficulty probably lay outside the classroom. Shirley Leonard, who conducts the course and who is chief psychiatric social worker of the Bureau of Child Guidance, is arranging for clinical study of the child, after which the psychiatrist, the psychologist and the social worker who studied the child will discuss the findings and their recommendations before the in-service group. The teacher,

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meanwhile, has been asked to keep a record and participate with the clinical workers in getting a rounded picture.

From the agency visits, and from the introductory and concluding sessions of interpretation, the teachers are learning about the vast pattern of social service resources available to them in helping to meet the "total child's" total needs. At the start, they want rules and formulas by which to act, but eventually they see the need for focus on the individual. They are coming to know, too, the limitations of the social agencies, which in many cases are the same as the limitations of the schools—budgetary inadequacy, lack of time, and so on.

At the same time, the social workers cooperating with the workshop are learning that many teachers have an interest in their children which extends beyond the walls of the classroom. They are having reinforced their conviction that the teacher's role in helping the school-age child is of key importance. In short, a two-way respect is developing which is worth its weight in uranium.

**RESULTS.** "The course has had real meaning for all concerned." This is the consensus of the social workers who have cooperated in conducting the workshop. A follow-up questionnaire is being planned, to go to all who have taken the course, asking them to discuss their experience with agency contacts. Even before the questionnaire goes out, there is evidence that the sessions have been most fruitful. One agency representative reported that referrals from the schools doubled from 1944 to 1945; the rise is attributable to a series of efforts, among which the alertness course receives credit as a major stimulating factor.

A case worker at another agency told the story of a girl who had not been getting along at school for some time. The child and her mother were referred to the agency by a teacher who had participated in the workshop. It developed that the girl was mentally disturbed, and she was in turn referred to a psychiatric agency for treatment. The social worker cited this instance as an example of how the teachers learn "on a case-by-case basis." The effectiveness of the workshop, she emphasized, cannot be measured merely by the number of referrals which result, but rather by the solidity of the working relationship which is established. Perhaps the greatest value of the course, she suggested, is the fact that it promotes closer relations between two important groups of community resources, and makes



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it possible to reach the teachers directly. She summed up: "It's been a lot of work—but it's been worth it."

**SELF-CRITICISM.** As the workshop draws to a close, the group receives an assignment in lieu of the examination ordinarily required for Board of Education in-service courses. Each member of the group is asked to evaluate the course, and to offer suggestions or criticism. While some are content with polite statements of how valuable the experience has been to them, others roll up their sleeves and do a real job. The result is that each semester the workshop is improved in content and methods of presentation.

Although a few members of the workshop in the past have felt despair at the size of the problem and at the slowness of the school system to utilize existing services, most of the teachers have drawn inspiration from the course and have asked for more. Many of them have carried their new knowledge back to their schools, where it has often brought increased understanding on the part of the principal and their fellow-teachers. Among the reactions have been the following comments, which are excerpts from typical evaluation essays:

—"Each school staff should have a psychiatrist, a psychologist, a doctor, a nurse and a social worker available."

—"An effort should be made to get legislators who are responsible for appropriating money to attend some of the sessions. Letters to budget makers should be sent while the Legislature is in session. Representatives from parent groups might also attend the class meetings."

—"The trip to X Agency was interesting but the discussion would have been improved if some bits of case material had been presented."

Their interest whetted by the workshop, eight teachers last year requested a more advanced course, and Miss Leonard has inaugurated a series on mental hygiene problems in the classroom. The teachers realize that completing the course, does not make them professional social workers, but does give them skills which help them perform their daily tasks more effectively.

**CONCLUSIONS:** On the basis of her experience as leader of the workshop for the past three years, Miss Leonard offers a series of

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conclusions which should interest everyone concerned with more adequate social services for school children:

(1) There is a distinct need for education of teachers regarding the services available to help them do their job. Those who have taken the course have in many cases carried the work back to their schools, but the start has barely been made.

(2) The growing mutual respect and understanding between social workers and teachers can produce valuable results in advancing the welfare of all the children.

(3) The workshops are spreading recognition of the fact that the community should serve the child as a unit, not in departmentalized fashion; and that the school is part of the community.

(4) There is always a danger that some members of the group may complete the course feeling that they are qualified to act as social workers at the end of a fifteen-week session. At the other extreme are those teachers who, overwhelmed by the professional skill they have seen, might wish to refer every behavior problem to a social agency as the quick panacea. Continued interpretation and intelligent follow-up can help reduce these difficulties.

At best, the teachers cannot move far ahead of their principals or the school system as a whole. Their sense of frustration at being unable to give the children the care they need will only be intensified unless there is understanding all along the line. The magical effect of cooperation, however, is that two groups, by adding together their knowledge of the child's needs, can multiply their value many times. This lesson in advanced arithmetic is, for schools and social agencies, the principal product of the in-service workshop. Teachers and social workers are learning that only together can they best serve the child, the first interest of them all.

## THE POWER OF PUNCTUATION

A teacher, who really should have known better, once put this sentence on the blackboard without punctuation: Miss Jones the beautiful young lady walked down the street.

Asked how he would punctuate the sentence, the overbright freshman blurted, "I'd make a dash after Miss Jones."

Teacher's Digest, January 1946.



## The Youth Problem In America Today

BEN SOLOMON\*

*Of the forty-five million children of all ages in the United States nearly ten million are more or less seriously handicapped! Millions have no, or very little, schooling! Many millions are sporadically ill from birth and can't or don't get any medical care. Millions more are mentally deficient,—in fact nearly half of the beds in all our hospitals are occupied by mental cases of all ages. Other millions of our youth, one-eighth of all the children, suffer socially, economically and in various other ways because of their color (red, black, brown, yellow or all shades in between). Yes, American youth whose families have been here for generations suffer a variety of crippling handicaps of tremendous size and far-reaching consequence. Here follows a brief analysis of what and where these problems are.*

Any attempt to get an adequate picture of the whole American youth problem encounters at the outset special difficulties which must be faced squarely and understood for what they are if we are to arrive at an over-all truly objective analysis. If you live in New York, near the Harlem district (300,000 colored people) it is easy to believe that the biggest problem we have to contend with in America is the Negro problem. Certainly, any reference to color in this regard refers of course to black people. It isn't easy to remember that we have millions of American citizens of other colors (the red Indians, the yellow Chinese, Filipinos and other Asiatics) and of course, all the different shades in between. Similarly, if you live in the farming south you're quite conscious of the millions of poverty-stricken sharecroppers and tenant farmers. Or, if you live along the Rio Grande you know all about the hundreds of thousands of destitute and illiterate Mexican-Americans. These "Spanish-speaking Americans," as they prefer to be called, range all the way from the pale white to the dull black of the Mexican-Indian-American. The native white American citizen living among them and knowing all their problems would naturally think of the youth problem from that point of view.

Again, some problems dramatize easily without regard to their size or importance. Problems like juvenile delinquency are over-emphasized in the press and the public is led to believe that the whole or major part of the youth problem is encompassed by this one

\* Reprinted from *Youth Leaders Digest*.

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small sensational phase. This over-emphasis on one lurid facet of the whole problem tends to obscure the many other larger questions which America has yet to answer.

Therefore, it will help a lot to look above and beyond your own local area and seek out those questions which affect the largest numbers of youth even though they are not vital questions in your state or do not lend themselves to front page dramatic publicity. There are such problems affecting many millions of our boys and girls and we shall discuss them in turn.

**STATISTICS.** Infancy, childhood and youth, from birth to 25 years of age, roughly approximate one third of our population or about 45 million people. There are approximately over two million boys and girls in each age bracket and the yearly birthrate was about two and one quarter million up to 1940. During the war years births rose steadily and in 1943 the birthrate was three million. This was a temporary increase born of a large number of war marriages and already is dropping yearly. In 1945 it was two and three quarter million. School children 6 to 19 years of age, inclusive, comprise about thirty million. This is about all we need to know of youth statistics for an evaluation of the size and importance of the different problems.

**A SMALL PROBLEM.** Against these many millions in all ages, consider the fact that only about two hundred thousand boys and girls are brought before our juvenile courts yearly and that less than two hundred and fifty thousand are committed to all types of institutions including foster homes. *You can readily see that in the age group 10 to 18 years inclusive, numbering 22 million youth, 250,000 is slightly over one per cent.* Yet not only does the public hear the most about this one percent of youth through their newspapers, but youth agencies also are somewhat at fault in over-publicizing this one aspect of youth work. Of course, there are good reasons for such publicity—from their point of view. These agencies need publicity for their good work; they must secure funds; they are supported by voluntary contributions or community chest money and juvenile delinquency has a very high publicity value in the press, on the radio, or through direct letter appeals for funds. The public in general and men in particular like to think that they are saving boys



from being juvenile delinquents when they contribute to Boys Clubs, the Y, the scout troop or other similar youth serving agencies. Every agency director knows that the "delinquency angle" is one of the sure-fire methods of getting contributions. Newspaper editors similarly know that sex delinquency in young girls or of youngsters in general not only rates a high reader interest but is one of the quickest ways of arousing the public. Welfare workers also know that they can generate more committee heat and action and attract a larger audience of lay and professional people quicker by discussing delinquency than through any other subject. In fact, so much and so often has this been done that professional workers themselves have been fooled by the large amount of delinquency talk. *The result is that too many plans for youth improvement are predicated upon the lopsided framework of "curing delinquency." This wouldn't be at all bad in itself except that too often much of this planning overlooks entirely the many other problems which are larger in scope, more important in consequence and more amenable to cure.*

HEALTH. To attempt to list the various problems in order of importance would be most difficult and probably meaningless, but certainly the health of America's children concerns the largest numbers and is basic to all other things in life. More important, what your health is between 20 and 40 depends in important measure on what it was from birth to twenty years of age. This was dramatically shown by the large number of defects in our millions of draftees, many of which could have been remedied in childhood. Many of these defects were known to school authorities at the time but treatment was either not given in too many cases or not adequately followed up.

We suffer about 100 million cases of illness during a year, from the trivial to the serious, costing about three and a half billion dollars in medical care. Yet, the average doctor spends a third of his time idle waiting for patients while millions go without medical care because it isn't available where they live or because they can't afford to pay for it. For a very large part of America, health today is dependent upon one's ability to pay for it. Where you happen to live, in what state and in what country is also a determining factor in whether or not your children get the medical care that every American child should have.

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We have 75 hundred hospitals and six thousand clinics in America today. There are also over 150,000 physicians, 70,000 dentists and 200,000 nurses. Yet many of the counties of the southern states and of the mountain states—six hundred counties in all—have no hospitals, no clinics and exceedingly few doctors, dentists, or nurses. Furthermore, some of the public health departments in these very needy counties spend exceedingly little on public health—as low as 11c per capita in one Kentucky county—and to make the condition very much worse these are just the areas where the families are the largest and where the need is greatest. In these counties with no facilities and very little medical care too many infants, children and youth die because what medical care there is, is unavailable or too distant, or because many families can't afford to pay for it. It is in these areas that one quarter of all babies born are brought into life without the help and care of doctors. Ten percent of all the babies in all America are similarly born without a doctor's help. It is these poor areas, particularly, that swell the very high infant mortality rate—200,000 babies die each year (that's 10 percent of the national birth rate) from preventable illness aggravated by the absence of adequate medical care.

Malaria, and "the southern disease," pellegra (inadequate diet), affect millions in the southern states, and tuberculosis still kills 10 percent of all American youth 5 to 19 years of age.

Now add to all this the much worse health condition of the Negroes and the Mexican-American citizens. They have a very much higher death rate for all youth; tuberculosis kills three times as many as in the white race and, of course, the maternity death rate is twice higher than for whites. Medical care and facilities for all these colored Americans is of course far worse than for the whites. In one city housing 20,000 Negroes there are 18 available hospital beds, almost a true measure of facilities in general available for colored Americans in many states and counties.

In mental health, the figures for youth are almost unbelievable. Two percent of all children are subnormal mentally. 120,000 cases enter our hospitals and institutions every year and fill our jails, poor-houses and asylums. It has been said by experts in the field that 10 percent of all our young people could not pass the Army psychiatric screening test. Nearly half of all the beds in our hospitals are taken up by mental cases: 370,000 inmates costing 200 million



dollars yearly and these figures do not include the many cases in private hospitals and institutions, the large numbers cared for at home.

When it was shown during the recent medical examinations of our war-time draftees that many of the soldier ill and defects could have been and should have been diagnosed and treated during school days it brought the whole question of school health dramatically to the front. *It remains a moot question whether public schools should give medical care and treatment to all students who need it, to all who can't afford private treatment or whether this is or isn't a school function at all.* On the affirmative side, those who insist that the schools are in the best position to do this job claim that this is the only way to insure the examination and treatment of every child regularly throughout the early formative years. They show also that in many cases where the school made diagnoses and recommended vaccination or other more serious medical treatment it wasn't done, or at least was inadequately done. They show also that 85 percent of the children who needed dental work did not get it, and that millions of children suffered from malnutrition, very poor or inadequate diets. All of this, they claim, the schools can circumvent if given the power and the money to do so.

On the other side, educators as well as the medical fraternity stoutly maintain that medical care and treatment is not a function of a school system, that it isn't education. They say, also, that if the schools are to supply eyeglasses and dental care for the children, why stop there? Millions of children need a decent place to sleep and decent clothes and better meals! Where shall we stop? Or should the schools do it at all? If the schools are to select really needy cases then an entire system of pre-investigation must be set up to prevent giving free services to those who can afford to pay. Clinics and dispensaries will have to be added to the schools if they are to do a better job all year round; and this includes the summer vacation period also. In view of the fact that schools belong to all the people and if medical care is given to the needy, others who can afford to pay might well demand these school services as their right. This certainly will do things to the school budget. Another important argument they put forth is the fact that other city departments like the Health or Welfare Departments can do a better job and already have medical-care facilities which should be expanded. These departments also have investigating staffs and are trained to do this

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kind of job. Maybe, because the school system has control of all the children under a compulsory education law it should *examine* all children and refer them to other agencies for treatment with an *adequate follow-up system to insure that each get complete treatment all through school days.* If this is the answer, isn't it about time we got started on what is probably America's number one youth problem, the health of all its children wherever they live, regardless of the income of their families? Shouldn't health, like all education, be compulsory for children?

EDUCATION. Following closely on the heels of the tremendous youth health problem is that of education—not only education in the fundamental academic studies but education for life as they will meet it upon graduation. The big, the very real problem, of course, is to provide adequate schooling for *all* the children and to keep them in school long enough to become useful citizens, and to be able to take care of themselves in the difficult battle of life.

In a large measure, in spite of our compulsory education laws, in spite of our huge educational plants costing many billions of dollars and the general spread of schools and schooling all over the land, there are tremendous gaps and large geographical areas where children don't get a chance at even partial education.

For it is a lamentable fact that *for one million children there are no schools at all because they live in communities that are too poor to build schools or because schools are too far from their homes, roads impassable or no buses available to take them to school.* In addition to this million there are four or five million more children who attend school only a few months of the year, an altogether insufficient time to acquire even a rudimentary education. Their schools are inadequate in many respects; teachers are paid as low as nine and ten dollars a week. (In some states one quarter of all the rural teachers average only fourteen dollars a week.) They have very inadequate school equipment and each year over twelve thousand teachers are only partially paid and are forced to wait indefinitely for their salaries. Twenty-five hundred schools are continually closed because there is no money to pay teachers or for heat, while a million and one half children attend schools that have been condemned as unsanitary or unsafe. Add to all this, another million children that attend schools in a variety of make-shift classrooms,



sometimes in canvas tents, and often in lodge halls, stores, and similar places. We still have approximately 122,000 one-teacher schools caring for three and one half million children and spread over a total of about 125,000 different school districts.

These school districts vary tremendously in size and problems involved, some of them having one to ten pupils while others are two hundred miles long. Some have adequate bus service, while in the poorer districts the absence of transportation makes it difficult and very often impossible for the children to go to school at all. In the south and in some mountain states, all too often lack of clothing or shoes prevents children from going to school. Ten percent of all the children in the many mountain counties cannot read or write and taking in the country as a whole over four million Americans can hardly read a newspaper, if at all. This may explain why one third of a million draftees in the recent war had to sign their draft applications with an X.

It seems that the poorest states generally have the most children and spend the least on education. Whereas, in Utah ninety-six percent of the youth of high school age go to high school, in many other states two thirds of the youth in this group don't. In fact, for three and one half million boys and girls of high school age there are no high schools available at all. The many millions of our crippled, deaf, blind and otherwise handicapped children in general secure a thoroughly inadequate schooling. We'll have more to say about this phase in the section on handicapped youth. According to the United States census of 1940, twenty-three percent of all the people in Louisiana and Arkansas never got more than a grammar school education. Almost the same is true for Mississippi and some of the other states. The richest state in the south spends less on education than the poorest state in the rest of the United States.

So here it is—the tremendous problem of getting an adequate education for so many millions of boys and girls who need this training to fight more successfully the battle of life, to help them bring up an American family the way it ought to be brought up. No schools for many; very poor schools for many, many more. A fine, free education for those lucky enough to be born in a rich county or state; a grubby, slave-like, wretched existence for millions of others. Education, the one thing that is needed to enable a youth

to better his condition, denied him from the start because he was unlucky enough to be born in the rural south, in a poor mountain county or in some other low income area.

**HANDICAPPED YOUTH.** Here we have a facet of the youth problem which the last White House Conference on Children authoritatively said affected ten million children. Think of it, ten million children crippled or blind, deaf or dumb—physically, mentally, socially and emotionally handicapped and different from all other children, most of them handicapped from birth or early childhood. 400,000 crippled—133,000 blind—400,000 deaf—3,000,000 hard of hearing—3,000,000 with speech defects—500,000 mentally deficient, of whom 314,000 are in special classes. Some of the victims have more than one of these afflictions and too many have more than two of these handicaps. Here indeed is a youth problem of enormous size.

Everything we learn comes to us through our five senses. Through taste—one percent of what we know; through touch—one and one half percent; by smell—three and one half percent; by sound, (hearing)—seven percent; *but eighty-seven percent of all we learn and know comes to us through our eyes, by sight.* Think then, what a terrible handicap it must be for 131,000 unfortunate young people to be totally blind and for one million more to have only partial sight! Of course, for most of these handicapped youth, a normal education, normal play, a normal life is not to be had, although much is being done to adjust these unfortunates to life. Remarkable things are being done for the handicapped, but so much more is needed. Some of the world's great, from the beginning of historic time to the present day were crippled. To mention only a few—from Alexander the Great and Frederick the Great on up through Socrates, Plato, Lord Nelson, Spinoza, Sir Walter Scott, Charles Dickens, Edgar Allan Poe, Victor Hugo, the blind Milton, Kant, Nietzsche, Pope, Balzac, Handel, Mozart, Grieg, Sarah Bernhardt, David Garrick, Steinmetz, Franklin Delano Roosevelt, Lionel Barrymore, and a long list of others in all fields of human endeavor—all were handicapped one way or another.

So, with our present huge number of handicapped youth we must expend our best effort, for their own sake and also for the large amount of good they can and will produce for their fellowmen. Ten



million handicapped youth. *About twenty-two percent of all the children physically, mentally, socially, and emotionally handicapped. Here is a real job for a long time, for a large number of experts.*

MINORITIES. Being born into one of the many colored minority groups in the United States is in itself a handicap and a problem of no mean proportion. This holds true for the thirteen million Negroes, the one-third million red Indians, the one-third million yellow orientals (Japanese, Chinese, Filipinos, Koreans, etc.), the one-half million black, brown, and swarthy white Mexican-Indian-Americans and another one-third million of various types, including the dark colored Caribbean Island peoples and other groups and their offspring—all citizens or wards of this country. This total, fourteen to fourteen and one-half million colored American citizens, constitute approximately one-ninth the entire population. In view of the fact that these color groups generally have larger families than white Americans it is probably entirely safe to say that *one-eighth of all America's children are colored, red, brown, black, yellow, and mixtures and combinations, all shades in between.* It is true that the Mexican of Spanish descent is listed among the whites, but the large number of Mexican-American citizens of the south-west who are of *Mexican-Indian* extraction includes all shades of black, brown and swarthy from dull black to dark white. Fifty-two percent of the city of San Antonio is of Mexican descent and many of the towns and cities along the Rio Grande have even a higher percentage of these Spanish speaking Americans. The tuberculosis and infant mortality rates among these people are probably the highest of any group in America and the slum conditions under which many of them live are the worst. It is not unusual for many of these Mexican-American families who have lived here for more than three generations never to have learned to speak English, to keep their children from school and resist all efforts to bring them up to American standards.

Among these people and the Negroes, eighty percent of whom live in the fifteen southern states, the illiteracy rate in many states is as high as fifteen percent, whereas the white illiteracy rate is about two percent. When a Negro child is born he automatically enters an American caste system as strong as anything in India. The three

million colored share-croppers and tenant farmers live and work the year round in an economic slavery which allows them little of the comforts of American life and small hope for a better immediate future. Industrially, the Negro is consigned to the most menial jobs, is the first fired and the last hired.

Negro youth grows up into an educational caste wherein he goes to the poorest schools, manned by the lowest-paid teachers, using the poorest equipment in our whole educational setup. Fifty-five percent of Negro children drop out of school before the fifth grade and only five out of one hundred ever graduate from high school. In 230 counties in the United States there is no high school at all for colored youth.

Politically, special state laws make it difficult for him to vote in many states and intimidation keeps him away from the polls. In spite of the very much higher disease, death, infant mortality, and maternity death rate among the Negroes, their numbers are increasing rapidly. The Negro population is today one and one half times greater than it was in 1900.

In any consideration of the major youth problems in America today, most certainly we must take into account the many special problems that these children of minority races, one-eighth of all the children in America, must contend with. Their special problems are additional to all others we have mentioned under the headings of *Health, Education, and Handicapped Youth.* Colored children carry a double, yea, a triple burden. They, too, are American citizens born into this wonderful land of opportunity where all are considered free and equal and entitled to life, liberty and the pursuit of happiness—also a square deal in general.

DOWN SOUTH. Some time ago a Southern university made a study of the special problems confronting all youth in the Southern States with an eye to finding out what Southern youth should do about it. What they found was most interesting, especially one of the recommendations. The study suggested that the best thing intelligent, educated and forward-looking Southern youth could do for their own future was to leave the South, go North or West and begin adult life in some other region where their chances were better.

Yes, the problems of Southern youth, white or black, are the problems of the whole South; so let's take a look at them.



For too many years have Southern farmers planted one crop, cotton, depleting the soil to the present point where they use about \$175,000,000 worth of fertilizer a year; yet they don't grow what they need—pigs, cattle, dairy products, hay, oats, etc. The yearly income of the average Southern farmer is \$186 compared to the all-American farmer income average of \$528, this in a region where the birth rate is increasing and production is decreasing. Against these all-American figures compare also the Southern tenant farmer income of seventy-three dollars yearly and the lower income of the three million share-cropper farmers of only thirty-eight dollars. This comes down to about fourteen cents a day on which to bring up a family. Naturally the retail sales in states that suffer these conditions are exceedingly low, seventy-one dollars a year per capita in Mississippi against a relatively high level of \$374 a year per capita in California. This then gives a picture of the economic conditions under which a large part of American youth must grow into manhood.

In the two hundred and five mountain counties of the southern Appalachian region, in states like Kentucky, Tennessee, Georgia, North Carolina, Alabama, West Virginia, with more than one half million children who suffer similar conditions to those mentioned above, it's practically as dangerous to be born as it is to be a combat soldier under fire. Your chances of survival are not much better. Under *Education* and *Health* we've mentioned the terrible conditions in these fields. All of this was pointed up when these mountain boys were examined for the army. Double the number of the national average were rejected from this area. It is here that you'll find one doctor for about twenty-five hundred population, whereas the national average in this regard is one physician to each eight hundred population.

**MORE PROBLEMS.** It's quite foolish to worry about bringing up a child, to educate him the best we know how, to guard his health night and day, only to have him killed on the highway. In too many cases that is exactly what happens. Ten million school days are lost annually because of accidents to children mainly in traffic or in the home. Twenty-eight percent of the deaths of children 5 to 19 years of age are the result of accidents, a large number of which are caused by youthful drivers. We have strict laws about guarding young

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people from working in hazardous jobs or near dangerous machinery. Yet we think little of allowing him to drive a two-ton machine with one hundred horsepower that can travel at high and dangerous speeds, in some states even without the formality of a test or a license. The safety of youth at home or on the highway, at work or at play is another important problem to consider.

Not all the pitfalls that beset youth have been mentioned. Much has been written and a lot is being done about Child Labor and what is included in this term. We still have too many thousands of too-young children working in fields and factories on jobs that are a menace to their health, their education, their character, and their future.

There are too many places, especially in the crowded city areas, where there are not enough recreational facilities to enable children to enjoy a normal play life. There are too many so-called homes which lack everything for children that a good home should have, especially decent parents who care about what happens to their children. This is a phase of the whole youth problem about which so much can be written and so little done. Yet through more adequate education for all, and by lifting the health standards of all the people all over the land, by a continuous effort on all the fronts mentioned herein, we may yet produce a better grade of parent who in turn will produce better babies who may stand a better chance of growing up normal in all respects.

## NEW WISDOM IN OLD PRECEPTS

I believe that our own experience instructs us that the secret of Education lies in respecting the pupil. . . . Respect the child. Wait and see the new product of Nature. Nature loves analogies, but not repetitions. Respect the child. Be not too much his parent. Trespass not on his solitude.

But I hear the outcry which replies to this suggestion: Would you verily throw up the reins of public and private discipline; would you leave the young child to the mad career of his own passions and whimsies, and call this anarchy a respect for the child's nature? I answer: Respect the child, respect him to the end, but also respect yourself.

—Ralph Waldo Emerson in *Education*



## A Testing Program

FRANK BARMACK, Textile High School

A basic problem of organization where accommodation is made for the slow student is the proper identification of those who can profit most from a modified course. English as a high school subject concerns itself with a great many intangibles—experiences, evaluations, enjoyments, knowledges, attitudes, appreciations, understandings which are not measurable in any significant way. The teacher of English often turns eyes green with envy toward his colleague in mathematics for living in such a secure world, so fixed, so definite, so "ladle-able." In our conglomerate of uncertainties only one item, albeit an important one, lends itself to practical measurement—namely, literacy. Even here factors of use and disuse come into play. Literacy varies. Indeed, there would be no point to the teaching of reading if the expenditure of effort showed no appreciable and proportionate profit. On the other hand, a student exposed to a bookless summer should show a regression if our instrument of measure is sufficiently sensitive.

PLACEMENT. At Textile reading skill is largely the criterion for placement in regular and slow classes. Those new entrants who come from the elementary schools and the junior highs have been given standardized reading tests by their old schools before graduation; but these grades are of limited value because not only tests but conditions of giving tests are different. The problem of evaluating literacy, moreover, is never solved by one test at one particular moment. An adequate literacy program calls for frequent, periodic checking to see whether there is progress and whether that progress is maintained above the minimal needs of the grade. When Mr. Ford, our acting principal, authorized a testing program, Dr. Horwitz, chairman of the English Department, defined the minimum testing needs as an initial and end-term reading grade for the entire first, third, and seventh grades. The double test would not only enable the teacher to measure progress for the individual, the class and the department, but it would minimize errors that might creep in when judgment is influenced by but one mark. Frequent testing in the early terms is, of course, highly desirable, but the testing of the seventh termers has special importance in providing the last check in determining placement for the Regents Examination.

In the earlier terms the results of these tests are used at the end

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of the semester to help the teacher formulate his decision as to whether the student travels on to a regular class or shifts to a reading class. These marks are not a substitute for teacher's judgment; they are merely an adjunct. Teacher judgment, reenforced by a standard test mark or two, is infinitely superior to either judgment or mark standing alone. Moreover, no single teacher-judgment should be immutable. Therefore, no decision is binding beyond the following term. Flexibility of programming makes it possible to shift marginal cases to and from reading classes, depending on pupil needs as seen by the present English teacher. Without such flexibility testing would be meaningless.

TEXTILE'S PLAN OF TESTING. It is our purpose to explain here the general plan for testing and its place in our local scheme of things. It is hardly a panacea. But in an area of learning that has been the subject of so much discussion between those who favored absolute standards and those who would adapt standards to general education, large-scale testing seems a step in the right direction. Ordinarily, a program of such wide scope would place a toll of additional labor on the already overburdened classroom teacher. However, this teacher's experience with pupil help having always been a happy one, he made up his mind to risk letting some twenty assistants from study hall carry the load of work. The task was broken up into its component parts as follows:

1. *Activities relating to the distribution and administration of the test.* Simple testing instructions were delivered to the classroom teacher, who gave the test during a subject period.
2. *Activities relating to correcting papers.* Class sets were marked, one by one, as they returned from the subject teachers. Carefully-trained pupil monitors checked answers from answer charts, added and equated raw scores, and finally listed in triplicate the results.
3. *Activities relating to distributing the information.* One copy of the subject class results went to the teacher, one to the chairman, and one copy remained on file. During the mid-term and end-term hull, the teacher, assisted by his secretaries, entered scores on permanent records which made them automatically available to grade advisers.
4. *Significance of results considered by chairman and teachers at departmental meeting.*

The mechanics turned out to be eminently successful. This teacher



is inclined to place great trust in the capabilities of high school students for this task when it is broken down into simple processes and the student is nursed to mastery of each task. Almost 2,000 tests were given to grades 1, 3, and 7. In addition, another 600 tests were given to students not in these grades at teachers' requests. Also, 500 intelligence tests were handled by a somewhat similar scheme. This term, the same regimen is being carried through for literacy testing with some incidental experimentation in personality tests.

**FREQUENCY DISTRIBUTION.** Following are the frequency distribution tables derived from the testing of the first, third and seventh termers. Please note that the E form of the Stanford Achievement Reading Test was given at the beginning of the term and the F form at the end. The interval between the two forms averaged three and a half months. The steps are by half years and the upper limit of the test is the 12th grade.

DISTRIBUTION TABLES FOR BEGINNING (FORM E) AND END-TERM (FORM F) READING SCORES OF THE STANFORD ACHIEVEMENT READING TEST GIVEN TERM ENDING JUNE, 1945 TO TERMS 1, 3, AND 7

Steps by Grades	Term One E	Term One F	Term Three E	Term Three F	Term Seven E	Term Seven F
12.0 plus	2	4	19	25	39	61
11.5-11.9	1	8	16	31	23	35
11.0-11.4	4	6	20	31	18	33
10.5-10.9	5	13	26	30	24	12
10.0-10.4	12	17	29	44	14	20
9.5- 9.9	7	25	28	38	19	16
9.0- 9.4	12	25	56	53	14	11
8.5- 8.9	29	29	43	52	13	11
8.0- 8.4	38	26	49	41	9	4
7.5- 7.9	28	32	70	37	12	3
7.0- 7.4	56	31	64	27	7	8
6.5- 6.9	44	17	35	16	5	2
6.0- 6.4	31	10	25	10	1	1
5.5- 5.9	13	12	13	4	1	0
5.0- 5.4	12	6	7	3	1	0
Total	294	261	500	442	200	217

**FACE THE PROBLEM.** An examination of these tables should reveal how urgent is the need for grappling with the reading problem, and that, early. If we accept the norms of the test, then 43

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freshmen out of 294 (15%) read 9.0 or above. Actually, in organizing regular and reading classes, our norms are pitched a year below the norms of the test. Even so, only 38% would be considered regular readers under that formula.

The third termers, who are a combination of promoted second termers and new entrants from the junior highs, show the same general trends. Only 22% of the third termers are regulars by the standard norm of 10.0; and by our local norm of 9.0, 29% read above par.

In the case of the seventh termers a new factor enters. Some English 8 Regents class teachers on an experimental basis have found that the students who read below 10.5 have a poor chance of passing the Regents examinations. Inasmuch as this grade is only the terminal achievement of the third term, it does not seem too unfair to use this grade as a gauge to separate Regents from non-Regents students. If 10.5 is the minimum needed for passing the Regents, then 10.0 should be the minimum needed for entering the Regents class, allowing a .5 growth for the term. This being the formula, we see that out of 217 seventh termers, 161 are ready with the minimal reading grade.

Nor does a study of the differences between initial and terminal tests fail to reveal a tangible growth for the labors our teachers have put in. There is something satisfying in seeing visible evidences of increased power for the individual, for the class, and for the department as a whole. It takes one's work out of the sphere of hopeful magic and gives it concreteness. It is even more gratifying to see achievement with the slow students, who are today the great challenge.

**QUARTILES.** Here are the quartiles for the frequency distributions previously shown and the progress revealed by subtracting medians:

	Term One-E	Term One-F	Term Three-E	Term Three-F	Term Seven-E	Term Seven-F
Median .....	7.42	8.43	8.37	9.29	10.58	11.31
First Quartile .....	6.7	7.33	7.35	8.17	9.03	9.95
Third Quartile .....	8.48	9.66	9.73	10.61	11.75	12.0 plus
Progress						
Subtracting Medians .....			Term One	Term Three	Term Seven	
			1.01	.88	.73	

This is the answer to the question whether the high schools can teach reading and whether accommodations for the slow and regular reader are profitable. Where grade norms call for .5 progress we



have in each grade done considerably better than expected. Not only that, we can break down our frequency distributions into regular and reading class groups and discover how each one of the categories has fared by itself. What are the results?

Term One	Regular Classes	
	E.....Median.....	7.89
	F.....Median.....	8.90
	Progress.....	1.01
	Slow Classes	
	E.....Median.....	7.17
Term Three	F.....Median.....	7.95
	Progress.....	.78
	Regular Classes	
	E.....Median.....	9.10
	F.....Median.....	9.88
	Progress.....	.78
	Slow Classes	
	E.....Median.....	7.59
	F.....Median.....	8.52
	Progress.....	.93

PROGRESS. The slow classes compare favorably with the regular classes in rate of progress; and both slow and regular do far above the norm for a single term. If this progress is maintained, and there is no reason why it should not, in the course of eight terms, a student who enters as a retarded reader, can expect to catch up with his grade norm and be eligible to take the Regents examination. Indeed, that should not be so difficult if it is remembered that 10.5 is the minimum level needed, accepting the experience of some teachers as accurate.

IMPERFECTIONS. No grouping system is 100% perfect. Some regular students for one reason or another are found in reading classes, and some slow readers are found in regular classes, although our slows are more consistently slow than our regulars are regular. In some cases the discrepancy is caused by accepting elementary and junior high test results, derived under different conditions and sometimes with diverse tests; in other cases the exigencies of programming permit no other choice; in some instances the very fluidity of the literacy factor creates the difficulty; in other instances the weakness may lie in our testing technique, which is not infallible. However, each term provides its own occasion for correcting any flagrant errors, and no irreparable damage is done even when a student is

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incorrectly placed for a term. But the fact that there is some displacement in each direction gives us an opportunity for engaging in examination of a problem which has intrigued us no end.

COMPARISONS. How do regular students in reading classes compare in growth with regular students in regular classes? How do slow students in regular classes compare with slow students in reading classes? Arbitrarily, the term *significant progress* (S.P.) was defined as a growth of more than .5. Students in slow classes were divided into two groups—those who made significant progress and those who didn't. These were further separated into *slows* and *regulars*, those who properly belonged to the group and those who didn't. The same procedure was followed for the regulars and for the slows. Some of our observations are now in order.

### Term One

Number of students involved: 191

67% of slows in slow classes make significant progress

43% of regulars in slow classes make S.P.

63% of regulars in regular classes make S.P.

52% of slows in regular classes make S.P.

### Term Three

Number of students involved: 371

70% of slows in slow classes make S.P.

35% of regulars in slow classes make S.P.

47% of regulars in regular classes make S.P.

70% of slows in regular classes make S.P.

CONCLUSIONS. If this were an experiment with a control group strictly selected, and other factors were religiously regulated, the conclusions would have validity for other schools, perhaps. However, this is not the case, and conclusions which we draw here are opinions with local significance. Inasmuch as our first term slow group was fairly and consistently slow, one is inclined to the thesis that the slow student does best in the reading class, and that the regular student does best in the regular class, as the data would seem to indicate. In term three we have the anomalous situation of seeing the slows in the regular classes doing better than the regulars in the same classes; they do as well as the slows in the slow classes—excellently. The explanation offered here is that there were a sufficiently large number of slow readers in the regular classes to alter the character of the teaching—at the expense of the regulars, perhaps. In this instance the testing program not only called attention to a



problem, but actually provided for its solution. Literacy ratings give program makers and teachers an opportunity for refining their judgment in placing students in proper classes.

The purpose of this report is to stimulate those working with testing programs in other schools to contribute their techniques to a common pool so that one may profit from the other. Where such programs have not yet been begun, much needless experimentation may be obviated by using the experience of those who have ventured forth.

*What are the advantages of this program?*

1. A comprehensive picture of literacy is made available to the department with an opportunity thereby of gauging accurately the total needs of the school.
2. Programming can become more accurate and scientific as a result of using at least one aspect of English which is significant and measurable.
3. Individual progress can be measured. Many teachers use effectively the motivation of self-improvement for their classes. The student is able to perceive a tangible growth as a result of a term's work.
4. Teachers find palpable improvement in the individual and the class. Where no growth is revealed, they may seek emotional, social, and economic factors playing an important part in the student's maladjustment. Furthermore, methods, books and teaching devices may be evaluated in terms of class growth. Marks based in part on literacy ratings make evaluations less abstract and personal.
5. Some problems reveal themselves only by an overall statistical picture.
6. Such a program need not be shunned because it would place added clerical burdens on the teacher.
7. The reconciliation of standards with the multiple-track accommodation for retarded students makes objective-testing imperative. Minimum literacy requirements should be exacted of all Regents class students.
8. Should the Board of Education ever plan to make its own literacy tests, based on the unique needs of our own system (it well might, as a matter of economy, if testing ever becomes large-scale and universal), it will have a corps of teachers who, as a result of their contact with the problem, will be able to offer some very profitable suggestions.

## The Antiquarian's Corner

### Education and Old Lace

Among the books selected by the Antiquarian for his summer reading was *Education for Ladies: 1830-1860* by Eleanor Wolf Thompson.\* This book appealed to two of the Antiquarian's interests for it combines encyclopedic antiquarian research with a study of the history of education. Miss Thompson delved into the magazines of the period and unearthed hundreds of fascinating items tucked away among fashion hints, cooking receipts, sentimental poems, love stories, fillers, advertising notices, book reviews and news articles.

She has woven these selections together with her own account of educational problems and developments in the United States during the three decades before the Civil War. The language of the articles culled from the magazines may be quaint and brocaded but it is amazing to see how pertinent most of them still are.

Since this is the month when schools are re-opening all over our country, the Antiquarian has selected a few passages for your guidance and contemplation during the coming school year. Let us first read about our youngsters trooping back eagerly to the schools.

### The Grand Army of the American Public Schools

A vast host of four millions of boys and girls, buoyant with youthful spirits, rosy with the bloom of health, radiant with happiness, bright with intelligence; walking, running, leaping, dancing, jumping, playing, singing, shouting, as issuing from their millions of homes, they march away with dashing steps, upon the beaten street, along the winding road, by meadow-skirted paths, through the silky corn, among the flowery cotton fields, beneath the orange groves, by the rows of sugar cane, through the pebbly streams, out of the unhewn forest, over the prairies; by ocean, lake and river; from the cabin, from the farmhouse, from the laborer's plain abode, from the splendid mansion; poor and rich, native and foreign-born, the humble and the aspiring, all free and equal; meeting, greeting, kindly mingling, and gathering numbers as they go; big with purposes, flush with joy, ever hopeful, breathing quick with life's young vigor, lithe and hardy, gay and beautiful; on they go, the youthful army! Eastward, Westward, Northward, Southward, in all the land their voice is heard, their tread is felt, and their goings are watched by loving eyes, and followed by yearning hearts, as they forward move, more powerful for good than ever was (sic) marshalled columns for ill. . . . The hope of our country is in motion; the youth of the nation is on its way to be taught how to govern itself

\* Published by King's Crown Press: Morningside Heights, New York : 1947 : \$2.75.



hereafter. . . . These are our conscripts—the willing conscripts of education; this is the Grand Army of the American Public Schools.  
—Charles D. Drake in *Moore's Western Lady's Magazine*,  
October 1856.

When this grand army enters the schools, what are the teachers supposed to teach them? The answer has always been, "Everything!" And if the children don't learn everything, the fault lies with the teachers, a complaint as old as Juvenal. Here are some stanzas from a poem by Motte Hall which appeared in *Godey's Lady's Book* in May 1853. They re-echo this universal complaint.

#### Placing a Daughter at School

(*I have brought my daughter to you to be taught everything.*)

Dear madam, I've called for the purpose  
Of placing my daughter at school;  
She's only thirteen, I assure you,  
And remarkably easy to rule.  
I'd have her learn painting and music,  
Gymnastics and dancing, pray do,  
Philosophy, grammar and logic,  
You'll teach her to read, of course, too.

I wish her to learn every study;  
Mathematics are down on my plan,  
But of figures she scarce has an inkling  
Pray instruct her in those, if you can.  
I'd have her taught Spanish and Latin,  
Including the language of France;  
Never mind her very bad English,  
Teach her that when you find a good chance.

Now to you I resign this young jewel,  
And my words I would have you obey;  
In six months return her, dear madam,  
Shining bright as an unclouded day.  
She's no aptness, I grant you, for learning  
And her memory oft seems to halt;  
But, remember, if she's not accomplished  
It will certainly be your fault.

Are you going to make the pupils work very hard so that they'll learn everything? Before you decide, read this warning:

**Too Many Hours in School and Too Many Lessons Out of School**  
Our public schools are fast destroying the health of our children

#### THE ANTIQUARIAN'S CORNER

by overtaxing their minds and their bodies. Five, six and seven hours' confinement in school during the day, is of itself sufficient to impair the health even of a robust child; but when close mental application during those hours, and two or three hours of study out of school are added, the wonder is the shamefully wronged little ones bear up as well as they do. No labor is so exhausting as that of the mind.  
—*Arthur's Home Magazine*, May 1855

Have you decided to make life easier for the "shamefully wronged little ones" after reading that? If you are too good to them, you'll hear about the "good old days," when being good to the pupils was not supposed to be good for them. Read the next excerpt on this topic and then consider when it was written!

#### This is a Knowing But Not a Thinking Age!

Knowledge is substituted for thought. . . . The mind is made a store-house, rather than a laboratory. The books that multiply so fast, are mainly products of compilation and dilution. It is no generation of thinkers, we fear, that our popular school systems are training up. . . . Everything is brought up to the last degree of simplification. . . . The fancied perfection of teaching consists as much as possible like play. The fundamental maxim of fashionable education is, "The mind is not to be taxed"; and the mind on which no tax is levied, pays none. Mathematics are taught by toys; . . . the mysterious differences between active, passive and neuter verbs, instead of being beaten into children's brains, as of old, by hard blows, are more kindly, yet not more wisely illustrated by the picture of a whipping. . . . Even in the study of the ancient languages the good old days of hard work and thoughtful analysis with grammar and dictionary, it (*sic!*) is almost deserted; . . . Same thought saving tendency marks the prevailing habit of reading. There exists among all classes of the community, a desire to be deemed or styled *intellectual*. And this sadly abused term is applied rather according to what one reads, than to what one is. . . .

—*North American Review*, April 1840.

Finally, what of the teachers who are in this dilemma as they prepare to train the grand army? Their life has always been considered "rugged." Here are a few understanding words to console them.

#### A Teacher's Life

That health does not always attend the profession of teaching is an undoubted fact and for obvious reasons. The teacher often unites the sedentary life with the vexations of business, and is shut up all day like a student, often, too, in a close atmosphere while his nerves, in-



stead of being soothed by the still air of delightful studies, are jarred and irritated by the buzzing of a hundred urchins, and by the chronic roguery of some dozen of them. He is apt to be too weary to take active exercise after school, and he finds it hard to be much in the open air before school hours, the six hours of prescribed school-house work leaving not much time on his hands after his various tasks of preparation and work have been attended to. Only a brave person can meet this difficulty, and secure to him mental and bodily health by vigorous exercise and genial sociality.

—*Harper's New Monthly Magazine*, March 1860

Now you know what's ahead! The Antiquarian wishes all his brave colleagues a pleasant school year.

MORRIS ROSENBLUM

Samuel J. Tilden High School

### EDUCATION AND KNOWLEDGE

One of our best professors was fond of saying, "Young gentlemen, I am not greatly concerned that you know the answer to every question I may ask you. But by the gods, you had better know where to find it! Then and only then can you lay any claim to being educated."

—KVP Philosopher.

## High Points

### BETTER READERS CAN MAKE A BETTER WORLD! \*

Anybody with even one good eye can see that our schools haven't kept up with the times. Perhaps it is more accurate to say that the times have run away from the schools. Some schools have not yet caught up with the automobile, and we already have supersonic airplane speeds. We need drastic, revolutionary changes in our schools. But where do we start?

How can we speed up the evolutionary process so that we can catch up with the dazzling developments in industry, technology, physical science—with the rapidly changing economic and political conditions? There are several major changes which all schools might make, but I have space here for only one:

*We could profoundly affect American life for the better if we really taught reading properly.*

What would happen if we did? First of all, we would read more. Too many people now have the speed of their reading dictated not by *what* they read, but by *how fast* they can read *aloud*. They can't read any faster than their lips can move. Certainly it is undesirable to read all materials at this speed—about 170 words a minute.

The average silent reading rate of high-school students is around 250 words a minute. Careful studies show that this average rate can be raised by one third with certain kinds of material *without loss of comprehension*. Sometimes we may want to read more slowly than 170 words a minute, the oral reading rate. But there is no excuse for dawdling over material that deserves only to be quickly skimmed.

What else would happen if we taught reading properly at all levels of education? The good reader would not only be able to absorb certain kinds of printed material at efficient speeds, but he would also remember better what he reads. Just how could he improve his reading memory?

There are several ways. Most important of all is to read with certain questions in mind, to read in the same mood as you would look up the answer to a question in a guide book or an encyclopedia. For example, I have just been searching for an answer to the question: What specifically have Russia and the United States done to arouse fear of each other? I'm sure that I won't quickly forget what I found out.

\* Reprinted from *Coronet Teachers Guide*.



Another and related way of remembering better what is read is to react to it—to another person preferably—but if you can't find someone to talk to about your reading, then talk to yourself, even arguing when the occasion arises.

We can also improve our reading memory by intelligent reviewing or rereading. Notice that I use the adjective *intelligent*. Mere re-reading without specific questions in mind is not likely to add very much to what one remembers.

I am sure that some readers who have gotten into the habit of speedy and somewhat slipshod reading of fiction material will find that they might well take more time for their first reading of serious material—read it more slowly and reflectively. When are we really going to put into practice what has been discovered again and again by research workers in reading—namely, that time spent in rereading material with definite questions in mind, in thoughtful reviewing, in intelligent reflection on what we read, significantly increases retention?

Effectiveness involves even more than retention, however. The effective reader adjusts his speed and method of reading to the purpose and the content of what he reads. Some articles or books may be read swiftly, even skimmed. Others merit careful study—slow, reflective reading. The good reader is one who can change gears to suit his reading purpose. And he doesn't travel in low when he should be speeding along in high.

I'd like to comment at some length on the part that reflection plays in effective reading. To reflect on an article may mean one of several things: It may mean to read *between the lines* to see whether the argument in the article itself is sound—whether it hangs together. We can check on the "inner" logic of the material.

There is also a kind of reading which goes *beyond the lines*. We might call this the "outer" logic of the materials. We link what we read today with what we have read and learned before. We examine the facts in the article to see whether they check with facts outside the article. I remember reading a magazine article three years ago which predicted a great famine in the United States. I compared the "facts" in this article with a report of the U. S. Department of Agriculture, and found that the magazine article was factually unsound. This critical approach to reading can be used by every high school student. He must learn the hard lesson that just because something appears in print it isn't necessarily true.

Let us remember, too, that the reflective reader is a *critical* reader. Some readers are sponge-minded; they merely absorb in a spongelike fashion everything they read. Thus they fill their minds with a collection of unrelated specifics. Reflective readers, on the other hand, are critical-minded; they read selectively.

The father of a high-school student recently told me that he hoped, above all, that his son would learn how to "entertain" an idea. This parent explained: "I want my boy to have an open mind, to be hospitable to new ideas, to give them a gracious welcome. But I don't mean that his mind should be a grab bag, cluttered up with all kinds of unrelated stuff. You can invite ideas in the same way you invite guests, and if you don't like them, you don't need to ask them again."

Readers must, then, guard against both the tightly shut mind, one that never lets an idea in, and the mind that is open—at both ends—so that the winds of every doctrine blow through freely, without any kind of obstruction. The good reader is a person who can entertain an idea, turn it over in his mind, and accept or reject it on the basis of its validity. Critical-minded students will be able to distinguish honest writing from dishonest writing, the phony from the real, the expert from the dabbler. They ought to be able to recognize the warning signs of self-interested propaganda.

Now, you may say, that is not easy. You are absolutely right. But it is being successfully done. The Institute of Propaganda Analysis gave valuable help. The work of Dr. Harold Fawcett of The Ohio State University shows that we can teach logical thinking through mathematics. English teachers are teaching critical reading of newspapers and magazines. This is something we teachers can start tomorrow.

I have noted that we must teach our students to read more efficiently and more critically. In addition, we must keep our students alert to the *contemporary* in literature, in science, in fine arts, in economics—in all fields. It is important to do "background" reading in all areas, but we mustn't forget the "foreground." Too often we're like the man who took a running start of 200 yards to jump over a creek. He was all tuckered out when it was time to jump.

Here, for example, is a history class reporting on the revolutions in Europe during the year 1848. The students relate what their textbook says. But not one member of the class nor the teacher reports on the revolutions going on today in the world, events recorded in current newspapers and magazines. And yet, our reason for studying



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the past is to throw light on the present. The students could find many excellent magazine articles which not only illuminate the present, but show its relationship to the past.

Magazine articles may seem more "alive" to students than textbooks. A high-school girl once reported to me her great surprise that the author of *How to Read a Newspaper* was still living. She thought that textbook writers were usually dead. I am sure no one would make such a mistake about the author of an article in a current magazine. The reading of daily newspapers, weekly news magazines, monthly magazines, can make all subjects more closely related to our own lives and to the world we know.

We must remember, too, that textbooks, however valuable, are peculiarly and almost completely connected with going to school. No one ever heard of people reading textbooks when they were no longer in school or connected with school. We don't develop the habit of reading texts. But we must and can develop the habit of keeping up with what's happening in the world by regularly reading contemporary material. It's our chief way of continuing our education when school days are over.

Can better readers make a better world? Of course they can. The good reader can be put in touch with the best ideas of today and yesterday. We must never forget that our national and international maladjustments today are due to the failure to use available scientific and technological resources intelligently—a failure of communication. We produce goods and ideas much more skillfully than we distribute them. Improved reading can go far to develop efficiency in gaining new ideas, in using them critically and reflectively, and, finally, in learning to keep abreast of the contemporary.

EDGAR DALE\*

### ORIENTATION IN THE NINTH YEAR\*\*

There is a look of troubled surprise in the faces of the new ninth year students who come to the vocational high school on the first day of the term as they listen to the guidance counselor's orientation talk of the term as they listen to the guidance counselor's orientation talk on the ninth year curriculum. Perhaps it is more accurate to say that the surprise in the youthful countenances runs the gamut

\* Professor of Education, Ohio State University; Author of *How to Read a Newspaper*.

\*\* This paper was read at a meeting of the Guidance Standing Committee at the Board of Education on December 10, 1946.

### ORIENTATION

from mild consternation to budding pride and hope when they are informed that they are on the threshold of stimulating experiences that await them in the areas of literature, social studies, science and recreation, as well as in vocational activities.

These emotional reverberations can best be sensed in the informal discussion period which follows the initial talk to the students. Remarks such as the following can usually be heard the first day:

"English and history in a vocational high school?"

"We were told by friends that you don't have to learn to read and write a lot in a vocational high school."

"I thought that if you like to do a lot of homework you go to an academic high school, but if you want shop work all day you go to a vocational high school."

"Why do you have to study civics if you want to be an aviation mechanic?"

"How does science help you if you want to be a printer?"

That these theme questions, with slight variations, have been fairly constant in the last few years should not be too surprising in the light of the following notation which appears on numerous applications, in this general form: "This boy has been advised to go to a vocational high school because he is an exceedingly poor speller."

**NEED FOR ORIENTATION.** There is a growing need for orientation in the vocational high school, particularly on the ninth year level. This need has become acute in the last few years because of the increasing number of students of all types of ability who come to our schools. The range in interests, abilities, socio-economic status, cultural background and vocational needs of the students is, indeed, a wide one. It is essential to remember that the youngsters need a program of orientation to bridge the gap between the lower schools, where they led a 'sheltered' life, and the high school, which presents a strange and complex environment.

**THE PROGRAM.** What is an orientation program? Fundamentally, orientation is a continuous process of individual and group guidance with the basic aim in view of helping the new students explore themselves and their new surroundings in order to get their "bearings." This environment is constantly unfolding and encompasses educational, vocational, social and civic areas. To put it another way: orientation aims to quicken the student's awareness



of his abilities, interests, needs, assets and liabilities both as an individual and as a member of his home, school and community in its social, political, economic and vocational aspects. Orientation seeks to direct and integrate the growth and development of the total child. The emotional needs of the adolescent—his strivings for social approval, security and independence—are a major concern in the orientation program, for a discontented and frustrated child today does not develop into the socially and vocationally competent citizen of tomorrow.

In brief, the primary purpose of the orientation program in the ninth year is to help the students find themselves and to appreciate the opportunities offered by the school and the environment for their development.

The relation of the orientation program to the ninth-year curriculum touches the very core of the entire process. Orientation is not a "course" in the traditional sense of the word. It may at times partake of some of the characteristics of a course. Definite periods of the day may be set aside for individual or group orientation. Methods of evaluating the exploratory phases of the curriculum can and should be formulated. However, to be effective and meaningful, orientation must be regarded as all-inclusive, as a cooperative effort of all the departments of the school. The academic, vocational, guidance, health and medical departments should be organized and administered with a multiple-purpose point of view, namely, of helping the student explore, sharpen his awareness of, and develop his interests and abilities in a social setting which is constantly being enlarged. The guidance department should utilize its opportunities of functioning as the liaison, or unifying force, in directing and integrating the orientation process and procedures.

**CHILD-CENTERED SCHOOL.** This concept of orientation as a cooperative effort is predicated on the philosophy of education which emphasizes the view that the main concern of the teacher is the child rather than the subject. The teacher—academic and vocational—must find the proper balance between his concern for the students' scholastic standards and production in the classroom and shop, and the problems and needs of the students for exploration and self-discovery.

To recapitulate, the key word in the orientation program is *exploration*. The content of all the curricula in the different departments

## ORIENTATION

should, of course, be "in itself worth-while," as Professor Briggs puts it, but at the same time it should provide abundant opportunities for exploratory experiences for the students. This is as valid for English, social studies, mathematics, science, club activities and recreation as it is for the ninth year exploratory, try-out shops.

**GUIDANCE.** The guidance department can render a vital service by stressing this point of view to the faculty at every opportunity. The guidance department should set up a system of cumulative records for significant data regarding the students' intelligence ratings, scholastic achievements, vocational interests and aptitudes, character traits, personality development, health progress and pertinent family history. Furthermore, the students should be given opportunities for periodic self-analysis. This gives the student the chance to measure his abilities, interests, and personality traits as revealed by the exploratory experiences in the different departments of the school. Self-analysis affords the individual the subjective means for obtaining an awareness of his strong and weak points. This may stimulate him toward self-improvement and aid him in making wiser choices in educational and vocational areas.

**NO SECOND-CLASS CITIZENS.** I should like to stress another vital function of the orientation program, a foundation which has hitherto been sadly neglected. All too frequently have I been conscious of the newcomers' feelings of despair bordering on the impression of not belonging, as I probe their facial expressions during the initial and subsequent interviews. When students—somehow, somewhere—are made to feel that the cultural enrichment of the race, its literature, art, music, are outside the scope of appreciation of manual workers and artisans, or that vocational high school students need not exert themselves too strongly to develop competency as citizens who enjoy the right and privilege of freedom of speech in a democratic society, they invariably develop the psychology of "second class" citizens. It is not an exaggeration to describe such students who develop an inferiority complex as the "disinherited" or the "have-nots," who can conceivably become easy victims of criminals and demagogues.

It is my conviction that orientation, properly conceived and ad-



HIGH POINTS [September, 1947]  
ministered, can do much toward restoring to many such potential  
"second class" citizens a sense of belongingness, security and  
adequacy.  
HARRY L. KESSLER

East New York Vocational H. S.

### HEALTH EDUCATION PROBLEMS

I'm going to ask you to go back with me for a look into our own school days or our early teaching days when physical training was, as its name implied, a form of discipline. The size of classes mattered little because calisthenics, drills, mimetics, etc., kept the class in straight lines, with every child doing the same thing. Teachers worked for and usually got precision and good response to commands. *The exercises were carefully classified but the pupils were not.*

The rest of the school was responsible for training the pupils' minds and the P.T. teachers *trained* the body.

A BROADENING OF AIMS. With the increase in knowledge and understanding of the learning process and the acceptance of the Gestalt theory of psychology, which indicated the inseparableness of mind and body, came an entirely new vocabulary. We started talking about character education, personality development, self discipline, team work, social adjustment, individual behavior patterns, pupil-teacher relationships, community coordination, guidance and co-operation, to mention only a few. All these terms indicate a greater concern for the individual, and with this concern for the individual came the annual medical examination, individual health training, socialized and individualized teaching, hygiene instruction, health service or guidance, swimming pools, showers, emergency rooms, etc.

Many of us I know have wondered secretly whether more has been accomplished with this change in the concept of our job. Did our predecessors, who did not use this vocabulary or have all these various facets to their work, do a better job? Was more accomplished before our subject became so broad in its scope and before it became so complicated? While we may have our moments of doubt as to the efficacy of our present teaching, I don't believe that any of us would conscientiously wish to return to that older, less complicated regime. Instead we make every effort to reconcile the newer, broader

### HEALTH EDUCATION PROBLEMS

concepts of our own subject and the best modern principles of education with a lag in facilities, time allowance and personnel.

EXPANSION NEEDED. How important is health education in the New York City schools? Comparing the past and the present we would agree that health education is broader in its scope, it deserves more prestige, and it is more effective in teaching the whole child.

But we know how much more effective it could be in combatting juvenile delinquency and social and political tension. We know how it could help in raising health standards and improving safety records. We know how much it could contribute to mental hygiene, general good will and social adjustment.

Because of the very nature of its materials and methods, our field could contribute much to the solving of these problems *provided* we were given *adequate time, facilities, and personnel.*

What goes on in the various phases of our program today? We who deal with thousands of boys and girls daily see the results and sometimes we experience the satisfactions that come through work well done.

We see large groups of adolescents developing physical skills, eagerly building into their own experiences the joy of play and the thrill of exertion and participation in meaningful activities.

In the hygiene classes we encounter their curiosities and their anxieties about themselves and their families. Here we try to build attitudes regarding healthful living.

In the emergency room we dispense not drugs, but advice, after asking innumerable questions so that the pupil as well as the teacher knows the cause of the disturbance that brings him to the emergency room, and then we try to help remove the cause.

In health guidance we are working with parents, doctors, clinics, ministers and social agencies—all this in an effort to eradicate remediable defects indicated by the doctors' examinations and by our own observations.

After the regular school day, in our after-school programs, we train leaders, run intramurals, coach teams, conduct swimming meets, help with social events, sponsor dance clubs, plan and conduct demonstrations, speak to PTA's and make out accident reports.

Somewhere we find time to plan lessons, prepare materials for them, mark hygiene test papers, prepare and enter grades, take care of sick teachers, do our section-room work, run fire drills, organize



HIGH POINTS [September, 1947]

traffic and service squads, organize cafeterias and study halls, train graduates to march, supervise assemblies and "Keep Smiling."

It sounds from all this as though we were pretty important people, doesn't it? We think we are—and our principals think we are. Just look at the tasks they turn over to us.

All our work requires the expenditure of much more physical energy and effort than is required in the routine of a teacher of an academic subject, but the burden of clerical work is as great and often greater.

A MINOR SUBJECT? To me it would seem only reasonable to expect that our day be shorter or that an unassigned period be mandatory to protect us and the school system from our early retirement or disability retirement. But strangely enough we are counted among the minor subjects and are required to teach one period more than major subject teachers. This means *no* unassigned period to sit down while we do the one thousand and one little jobs necessary to keep our work orderly.

For many years we have sought a change in these conditions. When it comes, and we are still hopeful that it is coming, we will feel that it is one recognition of the importance of health education as a subject and of health education teachers as people.

Besides being paid the compliment of being rugged (and we must be or we couldn't survive) we are also considered versatile and adaptable. Safety, first aid, and the Senior "Health Course" have all fallen to us in the past few years, but they have been given to us to teach *without additional personnel or time allowance*.

This brief resume of the scope of our work shows how it has broadened and also shows how thin we have had to spread our efforts and energies.

What direction will things take in the future? We feel frustrated because we know it *can* be and *should* be more effective. Must we narrow the scope of our work? Can we narrow the scope of our work? Or is there something we can do properly to inform the citizens and leaders of this great city of the importance of our work so that more than lip service is given to health education? We must make them realize that it is essential for the welfare of our city's children.

WILHELMINE E. MEISSNER

Bayside High School

THE USE OF PLASTICS IN OUR INDUSTRIAL ARTS PROGRAM

PLASTICS. This is the time when we as a nation turn from the ways of war to the ways of peace. Plastics is one of the great industries which has contributed most generously to the needs of war—and which can contribute to the necessities and luxuries of peace.

Over one hundred different kinds of plastics were manufactured during the war but the most important one is the Du Pont product, "lucite," which was used to produce bomber noses for aeroplanes. It is a methyl methacrylate resin, which is transparent, light in weight, easily fabricated. Besides, it has good optical qualities. It is manufactured in a range of various colors and is used to produce medical and scientific instruments, hospital implements, display fixtures, home furnishings, parts for automobiles, household appliances and a thousand other items.

Another product, plexiglass, manufactured by Rohm and Hass Company, is similar to lucite and is being used commercially for the same purposes.

I introduced this product into my school shop, which was originally set up to teach metal work. During the war with metals unavailable, the principal suggested to me that it would be advantageous to introduce a substitute for metals. I experimented with (Methyl-Methacrylate Resins) lucite and plexiglass. The results showed it was easily fabricated by the pupils with a minimum of tools and equipment. It is very popular with students because it is adaptable to hundreds of projects, i.e., letter holders, letter openers, name plates, costume jewelry, home appliances and gadgets, drafting instruments, electrical fixtures, picture frames, scientific apparatus and many toys. It can be bought from any handicraft supply house. Lucite and plexiglass can be purchased in various forms: sheets, rods, tubes, large blocks and special shapes.

It is very important to note here that there are no safety hazards involved on the pupil's part. All tools used by the pupils are hand tools such as coping saw, various hand files, sandpaper—wet and dry. Finally it is polished with wax compounds to a high lustre.

Many regular standard projects can easily be made in plastic, as long as the material thickness conforms to the requirements. Follow this procedure: 1. lay out, 2. saw, 3. clean, 4. polish, 5. cement. Plastics hold student interest better. Many projects can be finished

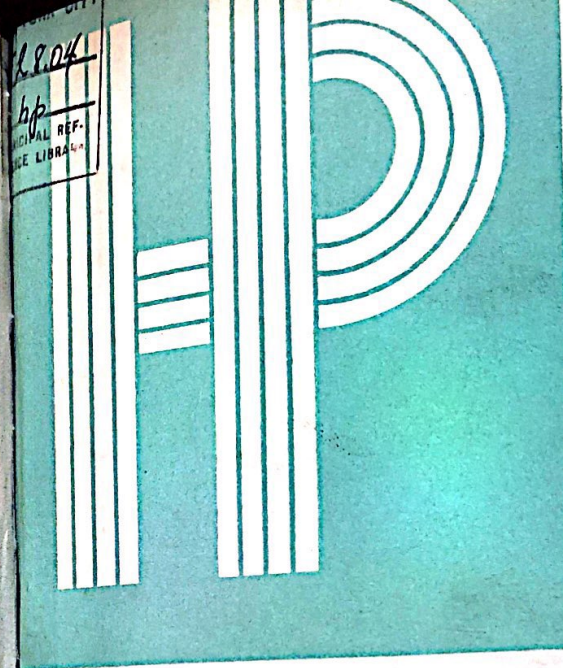


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easily. This tends to have an upgrading effect on students. Many students will develop original ideas. You as a teacher will find enjoyment in helping develop these new ideas.

In the field of industrial arts, there is no other material that lends itself more to the study of the "Materials of Industry." This fascinating material has brought with it a new concept of durability, lasting beauty, and color harmony.

LOUIS NISGORE

The Bensonhurst Junior High School



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NEW YORK CITY

# HIGH ★ POINTS

OCTOBER, 1947



# HIGH POINTS

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Issued each month of the school year to all teachers in the High Schools of the City of New York. Published by the Board of Education, 110 Livingston Street, Brooklyn, New York. Books concerned with educational matters may be sent for review to Mr. A. H. Lass, Fort Hamilton High School, Shore Road and Eighty-third Street, Brooklyn, New York. School textbooks will not be reviewed.

The columns of HIGH POINTS are open to all teachers, supervising and administrative officers of the junior and senior high schools. Manuscripts not accepted for publication are not returned to contributors unless return is requested. All contributions should be typewritten, double spaced, on paper 8½" by 11". They may be given to the school representatives or sent directly to the editor.



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## If I Were a High School Teacher Today

JOHN W. STUDEBAKER  
U. S. Commissioner of Education

If I were to resume teaching in high school this autumn of the year 1947, these are some of the things I would do no matter what subject I taught:

1. I would take time to assess the kind of world my students and I live in today. Then I would try to look ahead five years, ten years, twenty years. I would do my best to imagine what kind of world my students may be called on to live and survive in. I would list in my mind those facets of life in America that make us strong and happy. All this I would do on a quiet Sunday evening — or on a long walk. Finally I would say to myself: "This is where we are. This is why. These are the paths we must choose. How can I give the boys and girls I teach what they need to make the best choices for themselves, their country, and their world?"

2. I would see clearly that our way of life is challenged. I would see that the democratic way fashioned in England, forged in the United States, and caught up by nation after nation, no longer easily wins converts. It competes with other forms of government. Unless the democratic way wins that competition, we may lose our American way of life.

3. I would see that making democracy succeed is a local and national problem as well as an international problem. I would read and ponder John Gunther's *Inside U. S. A.*, the *Report on a Free and Responsible Press*, and other similar books and reports.

4. I would refresh my knowledge of the U. N. and its aims; of what atomic energy promises for both war and peace.

5. I would make my class a miniature democracy to give boys and girls practical experience in solving problems the democratic way. I would use forums, panels, and other devices to promote thinking and discussions and the practice of democracy.

### If I Taught Social Studies

6. I would consider that I had the obligation to teach, in a very vivid and vital manner, the difference between democracy and totalitarianism; and a sacred duty to inculcate respect and love for the democratic way of life.

7. I would bring today's world into my classroom to prepare my students for tomorrow.

The contents of HIGH POINTS are indexed in THE EDUCATION INDEX,  
which is on file in libraries.



8. I would find and use the best current materials on the great issue of democracy versus totalitarianism.
9. I would speed up learning with other teaching resources: motion pictures and slide films, charts and maps. I would use the bulletin board for cartoons, pictures, and articles.
10. I would watch for the time when the Freedom Train comes to or near my community and I would arrange to take my students to see its exhibit of famous documents.
11. I would be especially concerned with the operation of student councils and other extra-curricular organizations knowing that many of the lessons of democracy (or other kinds of government) can be learned through active participation.

### If I Taught English

12. I would develop in my students an appreciation of the importance of freedom of communication to the maintenance of democracy. I would ask them to consider the draft of the international bill of rights as an effort to express in language man's aspirations.
13. I would emphasize oral English—the ability to stand up in a meeting and express a viewpoint—as a basic skill in democracy.
14. I would bring in the great literature of democracy. And I would encourage the reading of books that help the student to understand life under dictatorships.
15. I would draw on the fine stores of radio recordings and scripts available from the U. S. Office of Education and other centers. I would use dramatic films which contrast democracy and despotism.
16. In composition I would turn attention to problems of democracy: the operation of student activities; examples of fair play in sports; reviews of important books, radio programs, and films; original reports on community activities which involve the principles underlying our American concept of freedom, including what is commonly called "freedom of enterprise."

### And Finally

These are a few of the goals I would set for myself. In my heart I would remember that the high school years are crucial. What happens in the school largely determines what kind of a practicing member of democracy an individual will be. Those are the years when faith is molded against the testing time.

## A Beachhead for Peace

HYMEN ALPERN, Evander Childs High School

Man always seeks a sign—divine or superstitious—to foretell the result of an enterprise—a right combination of numbers, a "lucky" day, birds flying in the proper direction. By this token the meeting of the First National Conference of UNESCO (United Nations Educational, Scientific and Cultural Organization) was auspicious, and more on the divine than on the superstitious level. For we met in Philadelphia, the City of Brotherly Love, and what is the true scope of UNESCO if not brotherly love? If brotherly love will not be sired by education, science and culture, how will it ever see the light of day? And if the idea of brotherly love is stillborn, then all other ideas will avail us nothing. The opposite of universal brotherly love is universal annihilation. Hate of nation for nation, of race for race, of religion for religion, is a luxury mankind can no longer indulge in. Xenophobia has no *raison d'être* any more, for there are no more strangers or strange lands. Ludicrous are walls, however high, if planes sail on clouds.

ONE WORLD—OR NONE. This the thousand men and women, representing five hundred national organizations, knew and felt deeply. They were not people on carnival bent. They were thoughtful, serious, determined to see—at least—the inception of the grand idea. And they were hard-working. For three days, from ten in the morning until after ten at night, they deliberated, planned, questioned, debated. They brought with them a variety of experiences and cultures and educational levels. Airline Pilots Association, Hod Carriers Union, the American Council of Learned Societies Devoted to Humanistic Studies—all these furnished a good cross-section of American life. For it is all America and all the globe which must accept the dictum—"Thou shalt love thy neighbor as thyself," or there will be neither "thyself" nor "thy neighbor."

THE MINDS OF MEN. "Since wars begin in the minds of men, it is in the minds of men that defenses of peace must be constructed." The representatives bore in mind this significant advice by former Secretary of State Byrnes: "There never was a time, even in the midst of war, when it was so necessary to replace prejudice with truth, distortion with balance, and suspicion with understanding." In true American tradition, the delegates came of their own free



will and represented voluntary organizations. And in true American tradition their immediate purpose was to extend all educational and cultural help within their limited power to the countries devastated by the war, to raise the level of education in undeveloped or backward countries, to wage "a friendly attack upon the unwarranted suspicion and misunderstanding that poison the relationship of nations," utilizing teachers, the press, art and films, and to promote cooperation among the leaders in the arts and sciences. A vast program this, an enterprise which might daunt the old and cynical world, but not America, not Americans.

Dr. Alexander J. Stoddard, Superintendent of Schools of Philadelphia expounded the "Imperatives of UNESCO." "We cannot be sure that abiding peace will be established in our day, but we can in our day build at least a beachhead for peace that has a decent chance of being extended beyond our time. UNESCO is a beachhead for peace."

THE MUSTS. His first four imperatives dealt with the schools in our own country with their 30,000,000 boys and girls and young men and young women, who in turn influence at least another 30 million people. These students should be required, Dr. Stoddard suggested, to read the preamble of the UNESCO and its statement of purposes and functions, and that their own voices might be heard, the Commission, he recommended, should admit five high school pupils to membership, and at least every four years there should be an American Congress of Youth held under its auspices.

The fifth imperative for UNESCO relates to the schools of the nations of the world. While it is realized that the function and status of the schools in various nations differ very greatly, still it is true that in varying degrees and ways the schools should serve as the agencies through which the program and objectives of UNESCO could be more widely understood and supported. Therefore, high on its list of priorities in our country UNESCO should do everything practicable to take its story to the schools.

*"To realize this purpose the Organization will give fresh impulse to popular education and to the spread of culture:  
by collaborating with Members, at their request, in the development of education activities;  
by instituting collaboration among the nations to advance the*

*ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social;  
by suggesting educational methods best suited to prepare the children of the world for the responsibilities of freedom."*

To appeal to boys and girls, and even to grown-ups, the Organization must not rely merely upon logic and calm objectivity, but must present its case dramatically, passionately. *Peace will never be built on cold intellectual co-operation. Peace needs glamor, even as war does, and more so.* Peace must not be only a "faute de mieux," the ugly duckling which never grows up into the beautiful swan.

And youth must realize that the purposes of UNESCO are not vague ideals for the old to dream about or for the security of those who have already "arrived." They are, in a most vital sense, planned for youth's preservation and in the interest of youth. This can be achieved by much better and much more persistent instruction of political democracy in the schools. Our young people—and young people all over the world—must have a much greater sense of responsibility in civic affairs.

PARTICIPATION. The students need to participate in some noble cause that appeals to their imagination and challenges their interest. Several thousand student representatives should attend the national meetings under the auspices of the National Commission. They should feel great pride in being chosen for this—"Congressmen" in the Congress of Youth.

*"The first and most fundamental imperative, however, that should undergird and permeate every activity of UNESCO,"* Dr. Stoddard emphasized, *"is to prevent at all times the development of complacency concerning war and the conditions leading to war,"* and it would be fatal to UNESCO if it did not keep the peoples of the world constantly informed about its affairs.

Talks by other prominent individuals to the entire group preceded and followed section meetings which made up the large part of the conference. Topics of the fourteen group meetings covered almost every significant issue in the field of education, especially in the campaign to save the lost generation of European Youth by helping to reconstruct the schools and colleges destroyed by the war. They included problems of educational reconstruction, community participation in UNESCO and the ways and means of international understanding, international exchange of students, and revision of



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textbooks and other educational material. To remove social and racial tensions, the press, the radio and the films were recommended as key instruments. And, of course, the relentless fight against illiteracy and poverty, which is the root of illiteracy.

**EASY CYNICISM.** Mr. William Benton, Assistant Secretary of State, offered *A Proposal to History*.

UNESCO can be an easy target for cynical criticism which would occur even to a moderately bright youngster. These critics might describe it as "a pigmy with a lot of fanciful notions going out to face giants and engaging in nothing but shadow-boxing." He admitted that it was an ideal, that the world is sorely in need of such ideals and idealists. If the number and influence of idealists fighting for the ideal are sufficiently large and potent and intelligent, the giants of ignorance and hatred can be conquered.

"UNESCO is not a substitute for a foreign policy, or for the Security Council of the United Nations. We cannot resolve today's crisis by today's lesson in the schoolroom," he asserted.

"Wherever men get together to talk over the state of the world, the upshot is bound to be something like this: we are going to kill each other off unless the human race learns to live together in some kind of orderly world society."

**POINTS OF VIEW.** "To be a good patriot, one must be at the same time a good internationalist," Mr. Bernard Drzewieski, Director, Educational Reconstruction and Rehabilitation Section of UNESCO, offered in his *Challenge to Education*. "If you love honestly your country, you have to love at the same time and understand other nations and other countries. You must realize that the happiness of your country depends on the happiness of other countries."

The teaching of history, he contended, presented the gravest danger for misunderstanding among nations.

But is it History, or Legend, that is our international foe? Can we not have both History and Legend? Can we not create national heroes without making them international ogres? And always, we come to the ancient wisdom that man must be man's brother, or there will be no more man to be his enemy.

Sir Ramiswami Mudaliar, President of the Economic and Social

## A BEACHHEAD FOR PEACE

Council of the United Nations, invoked courage and optimism in his address *The United Nations and UNESCO*.

"There are persons," he said "who like to say we've had all this before, we'll go on having it until the end of the world, and nothing will ever come of it.

"Where in the history of mankind has a pessimist been able to achieve anything constructive?"

"The UN's aims," he declared, "are vastly different from those of the League of Nations. Whereas the League tried to abolish wars as they became imminent, the UN tries to abolish the more remote causes."

"The UN," he pleaded, "should be given a chance, and it will prove that it is not a 'scrap of paper, but a functioning organization, breathing life and light into millions of mankind'."

Honorable Karl E. Mundt, Representative in Congress from South Dakota, and author of the Congressional resolution which created UNESCO, spoke of *America's Stake in UNESCO*. "I would like to see created within our Department of State," he said, "a new assistant who would be charged with the sole responsibility of handling America's representation and responsibilities of activities of UNESCO." For the position, he would favor the appointment of a great educator. "This would be a small investment in the cause of peace. But I am confident that it would be numbered as one of the most productive investments of our national history."

Dr. Kathryn McHale, of the American Association of University Women, Washington, D. C. spoke of *UNESCO in Action in Our Communities*: "To begin with, we can look for ways to show friendliness to the people about us," said Dr. McHale, "to our neighbors at home, perhaps eventually to our neighbors in other lands.

"Some of us can learn foreign languages. All of us can find time to study the history, culture and every-day life of other peoples. We can attempt to understand the fears and suffering of less fortunate men and women overseas.

"Only through a consciousness of the interdependence of all peoples and the world as one community will we successfully win peace."

With the good words of the speakers ringing in their ears and filling their hearts, the representatives would go into their section meetings to attend to the less glamorous task of translating ideals into realities.



EXCERPTS FROM DISCUSSIONS AT SECTION PANELS

1. *How We Teach For International Understanding*, Chairman, Professor Ben Mark Cherrington, University of Denver:

The five general areas discussed were:

1. Education for international understanding
2. International relations clubs
3. Teachers seminars
4. International study center
5. Analysis and revision of textbooks.

The important question of textbook analysis and revision constituted not only the fifth area of this section but was given exclusive attention in a separate section. It was emphasized that revision of textbooks and teaching aids would not be sufficient. In most cases complete rewriting would be necessary. The program is further to be expanded to include all types of textbooks and teaching aids for children from pre-school age through college.

Among the recommendations made from this panel were those increasing facilities for the exchange not only of teachers and students but all artists, artisans, scientists and representatives of every important phase of human endeavor, and the establishment of numerous and various fellowships and workshops both here and abroad.

2. *The Study of Social Tensions*, Chairman, President Charles S. Johnson, Fisk University:

Present at this panel were not only eminent social scientists but also some of the country's outstanding anthropologists, geographers, scientists and educators. Honorable James Marshall made a significant contribution to the discussion by expressing his skepticism of the value of verbal emphasis on the study of tensions crucial to peace. Social tensions must be tied up with psychological considerations. Without well integrated and healthy individuals we cannot have a well integrated world. He quoted a taxi driver—symbol of horse-sense—: "If man is O.K. the world is all right."

Dr. Herzog, psychiatrist, supported Commissioner Marshall's position by asserting that frustrations of individuals and groups of individuals lead to aggression and to scapegoats. In considering tensions that are crucial to peace we must consider both the individual and the group. If the desire for achievement could be satisfied adequately, tensions would be greatly reduced.

Dr. Robert Angell declared: "We need to foster the growth of a few fundamental ideas which all peoples of the world can accept,

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feeling that through this small step many tensions can be done away with."

Others felt that tensions could be relieved in large measure by intelligent and direct action in politics, by giving precedence in our remedial steps to "hot spots," and by impressing mankind with the realization that all of us are now in a geographical "hot spot."

The panel recommended the study of the roots of wars, embracing origins and backgrounds, pressure of populations, social and international problems involved in modern technological developments.

Professor E. D. Grizzell of the University of Pennsylvania, urged that texts used in foreign studies be revised because too many of them give a false impression of the people using that language.

Mrs. Romero James of the Pan-American Union, favored enlarging the scope of the Pan-American Clubs to include the affairs of the entire world.

OTHER HIGH LIGHTS OF THE CONFERENCE

1. *It is of paramount importance to improve the textbooks used in elementary and high schools. The criteria for textbooks must be expressive of UNESCO ideals. History books in particular must be revised to contribute honestly and intelligently to the ideals of brotherhood and sanity.*
2. *We must all work for international peace—individually and by groups.*
3. *The checkbook approach to world friendship is not adequate. Philosophy is an important requisite.*
4. *The work of UNESCO must not only be preventive but positive.*
5. *From now on the battlegrounds for freedom will be in the schools.*
6. *Unfortunately heretofore wars have been made by leaders, and the common people have been led into war by uncommon people.*
7. *Teachers are supporting UNESCO in the hope that it will be a leavening influence to make one world in education.*
8. *The price of freedom is discipline.*
9. *Every community organization and school system should employ paid secretaries of international relations to keep the objectives before the citizenry.*



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10. *The time to start learning to know how to get along with your neighbor is now. We cannot afford to continue to play ostrich.*

### CONCLUSION

And so the meeting of the First National Conference of UNESCO ended.

Was it a success? Was it a failure? Was it a cataract of words, words, words, tumbling into the Great Void? "To everything there is a season, and a time to every purpose under the heaven: . . . a time to plant, and a time to pluck up that which is planted. . . ." This was the time to plant, and we have planted. We have ploughed and we have scattered the seeds and we have smoothed the soil. And the time will come when we shall be ready to pluck up. We hope it will be good fruit. We hope it will not be devoured by the worms of prejudice and cynicism and hypocrisy.

"*All things excellent are as difficult as they are rare,*" says Spinoza. We have tried the excellent things, and "*success will be found in what happens in the minds of men located in all parts of the world and over a period of many years to come.*"

### MANGLING THE MASTERS

How often this is true of books that were spoiled for us by unintelligent teaching! Many have had Shakespeare turned into a mental allergy simply as a result of stupid, unimaginative high school instruction. George Bernard Shaw was not posing when he answered a request for permission to include part of *Saint Joan* in a volume prepared for use in secondary schools with this forthright refusal: "No, I lay my eternal curse on whomsoever shall now, or at any time hereafter, make schoolbooks of my works, and make me hated, as Shakespeare is hated. My plays were not designed as instruments of torture."

—Donald Adams, *Speaking of Books*, New York Times.

## Towards World Friendship

CHARLES S. JOHNSON\*

Today the American Junior Red Cross, with a membership of 20,000,000, is the world's largest youth organization. There is a real need for such an organization today; its strength must be kept up for the job ahead—of helping the cause of world-peace by building good will among the children of all lands.

Talking about our youth in school and the world we want reminds me of a young couple I knew who got married after a whirlwind courtship. They rented a house right away. They bought furniture on the installment plan, and set out to enjoy life. But they lost their possessions piece by piece, because they were too extravagant to meet the payments.

SOMETHING YOU PAY FOR. One day it was all gone. They started all over again but in a different way. That day they decided to put money in the bank and have it there before they bought even a single piece of furniture. That day they were pretty much in the state that we're in right now. I mean that we were all having a pretty good life here, five or six years ago. It was so good, compared to the rest of the world, that we weren't willing to spend any time at all thinking about the cost of it. Piece by piece, just like the furniture, we lost our illusions, our security, and kept our belief until we lost it, too, that we could go on living in happy honeymoon house without ever having to pay for it. Well, in the war we paid—and we paid plenty—and we all know it. Now the war is over and God has granted us a second chance. We know that we won't accomplish anything at all if we take the world we want for granted just because we want it, just because we're idealistic, just because we think a honeymoon can't ever end. We know that peace is something you've got to pay for before you get it. Peace is something you've got to pay for after you get it.

Now where does our Junior Red Cross come in? The place of our Junior Red Cross in school is evidenced by the State Department, the National Education Association, and the United States Office of Education. The State Department used our mailing-list to send the school children of America copies of the Charter of the United Nations. This year the National Education Association commended the Junior Red Cross for our record in behalf of the schools and

\* Director, Junior Red Cross for Greater New York.



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school children in war-devastated areas. They proclaimed that their own international program will be worked out in conjunction with it. Two years ago, the United States Office of Education named our Junior Red Cross as the best channel through which schools here could help rehabilitate schools abroad. In connection with this relief program, it is our policy, as agent, to utilize the national Junior Red Cross organizations throughout the world and (where they have not yet reorganized) to work through the Ministries of Education.

UNDERSTANDING vs. FEAR. We are all afraid of what we do not understand. Have you ever walked down a strange street in the dark? It can be a frightening experience. Perfectly harmless, every-day things look odd and menacing.

It is much the same thing with people. We often fear and distrust people of other countries simply because we don't know very much about them.

Our Junior Red Cross International School Correspondence plan has been set up to promote international friendship by helping young people of all nations to know one another better.

Our members in New York schools make correspondence albums to exchange with students in other countries, containing details of our ways of life, customs, schooling, etc. During the war this was limited to Great Britain and Latin America, but is now resumed with nearly all other areas in the world.

THE GIFT BOX. This year our gift-box program has even greater significance as tangible evidence of American good will to the children of Europe. The gift-box itself is a simple thing, a small cardboard carton filled with the kind of presents that delight a child's heart—crayons, tooth paste, a colored hair ribbon—but the spirit behind its widespread distribution among the destitute of many war-disrupted countries is of greatest import.

Let me tell you what a present can mean to a child—here is an on-the-spot report of our gift-boxes by a Red Cross Correspondent: *"Skinny little Abram, blind and suffering from rickets, never owned a marble before. Little Ericka, aged 3, saw her first doll. Twelve-year-old Mary, old beyond her years, took hers with a smile of thanks and waited patiently while her brother, Grischa, aged 7, received his. Then she opened the flap and took out the beautiful*

## TOWARDS WORLD FRIENDSHIP

*gifts, one by one. Nine-year-old Golda sat right down in the dirt of the playground and poured the lovely things into her lap.*

"They were five of the 1,300 happy youngsters at the UNRRA Children's Center at Rosenheim, Germany, who were given the first Junior Red Cross gift boxes distributed in DP camps in Germany. The gifts meant more to them than to an ordinary child. They had never owned a toy before.

"Many had been fleeing from persecutors since 1939—six long years, hiding in Russia, Turkey, Asia—even as far East as Afghanistan and Turkestan. Most were Jewish orphans whose parents had been murdered by the Nazis. Sometimes they had been caught and placed in concentration camps. Some of them (the older and stronger ones) were forced into labor gangs. But mostly they were on the move, wandering with bloody feet over Eastern Europe.

"Their enemy at their heels, they had traveled a quarter of the way around the globe, a long, weary, suffering 6,000 miles. When the war ended, they crowded into cattle cars for a miserable trip back to Europe, only to find their homes in ruins, their families lost. Always moving, always afraid, they groped their way through the underground to the American Zone.

"Now waiting for resettlement at this and other camps, they became laughing children again, as they opened the first packages they had ever owned.

"All the small refugees are years behind the normal physical development of their age group, and about one in five had to be hospitalized. They were suffering from diseases of malnutrition and neglect, such as tuberculosis, scabies, impetigo, scarlet fever and diphtheria. Three were typhoid carriers.

"Everybody forgot his troubles and pains as he gloated over his treasures. While the children munched their precious sweets, the teachers, recruited from among the DP's rejoiced over school-supplies. In their improvised school rooms, furnished with crudely-made benches, chairs and tables, they had been getting along with only 500 copy books, and fewer than a thousand pencils for the thirteen hundred children.

"As the boys and girls gathered at lunch, they were chattering about their presents.

"Who sent the boxes?" they kept asking. "Was it only Jewish children?" Told that they were packed and sent by American children of all religious faiths, they realized for the first time that they no



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longer were friendless and alone. They were links in a chain of  
friendship extending around the world."

A PAIR OF NEW SHOES. Yes, the Junior Red Cross has a very real place in building a better world. About a million members in New York City schools are expressing their sense of responsibility toward others by contributing to the Junior Red Cross and National Children's Fund. Money is used to provide medical chests for children overseas. Educational supplies, food, and shoes are also being sent to children in war-devastated nations.

What can a pair of new shoes mean to a child?

Here is a report by a Red Cross worker about the distribution of shoes to French children: "The fog lay over Paris like a shroud, with a bite that went to the marrow. That was the day the children got shoes. Not all children of course—just 300. Europe needs practically everything, but food gets priority in shipping space; so only 300 pairs had arrived to be distributed.

"The French Red Cross said the children in Drancy were the neediest. (Drancy is a bleak region beyond the slaughterhouses of Paris.)

"When we got to the schoolhouse at Drancy, the shoes—all new ones—were spread out on tables. Inside each pair was a chocolate bar; on top, a flower. 'The children brought the flowers,' a teacher explained. 'It is a holiday when you get shoes!'

"The children came in procession. We looked at their feet. They wore wooden sabots; adults' shabby oxfords, much too large; slippers of straw. They even wore cloth stitched to simulate shoes. Wherever you saw leather shoes, the ragged soles flapped, or the children's heels protruded. Children's feet grow and shoes don't. When you have to wear the same pair for years, you cut the backs and make them do.

"The children lined up around the tables, hands at their sides. Only the sheen of their eyes betrayed that they had noticed their shoes. Nobody touched them. Nobody whispered. Then at a signal, their sweet voices sang *The Star Spangled Banner*, in French. Then, the *Marseillaise*. After that, representatives of Red Cross made speeches and presented the shoes. Things are done with formality in France!

"The children listened. When speeches were done, they shouted

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'*Merci! Merci!*' and fled out. A few girls sidled up, shyly offering a scrap of paper on which were their thanks.

"But not one child had touched the shoes!

"They tumbled into the schoolyard, shuffled, ran, shouted. No one looked disappointed. I stopped a teacher and asked: 'When do they try on their shoes?'

"Tomorrow."

"Why not today?"

"Teacher shook her head. 'Today they have seen them. That is enough. They are very happy. They will be happy all through the night. Do you know what a wonderful thing it can be just to expect new shoes?'"

INSTALLMENTS FOR THE FUTURE. Thus through the National Children's Fund, our gift-box program, and the school correspondence plan, we are paying now some of the installments for the future we want. It's a future we can have only if we pay the installments regularly and in advance.

This is the Junior Red Cross Pledge of Service:

"We feel that to serve others is a privilege and a source of satisfaction. We recognize that this privilege has been offered to us by our progressive educators and civic leaders. As we work side by side, we are developing initiative and responsibility, fitting us to assume in adult life our places as active citizens of the World. We, the young people of America and of other lands, do believe in our Junior Red Cross pledge of service for others, for our country, our community, and our school, in health of mind and body, to fit us for greater service and for better human relations throughout the world."

Putting this another way:

"We all are blind until we see  
That in the human plan  
Nothing is worth making if  
It does not make a man.  
Why build these cities glorious  
If man unbuilded goes?  
In vain we build the world unless  
The builder also grows."\*

\* Author unknown.



## The High School Graduate Faces the Comma

MARVIN MAGALANER, City College of New York

Breaking the ice during the first English conference which I hold with a member of my Freshman Composition class, just after his admission to college, is a hard job. Usually the green student, newly arrived from one of the city's high schools, is tense and frightened. He has been to one meeting of the English class, has written an autobiographical letter to me, and now sits across the desk from me waiting to see how his writing will be judged on the college level. Frequently his paper approximates the college standard. More often, however, it falls short of the instructor's requirements and of the student's expectations. To justify himself and his work, the student begins to talk. One of the points he makes may be of interest to high school teachers of English.

INFINITE VARIETY. "We learned it a different way!" is the excuse most frequently offered by the new entrant in answer to my comment that his use of, let us say, the comma does not coincide with accepted usage at the college. And usually he is quite right. Since there is no single, hard-and-fast system of punctuation, each high school sets its own legitimate standards for its pupils—not to mention the pet systems fondly handed on by the various teachers of any one English department in any one high school. All of these methods of punctuation have value; indeed many of them are certainly as useful as the set of rules which the college establishes as the standard, and which the college instructor must follow rather strictly to avoid the needless waste of time and energy which would result from an attempt to justify, or even tacitly to allow, as many divergent systems of writing as there are high school backgrounds in the class. In a basic course, the instructor must insist upon conformity to one arbitrary method of punctuation. To the student—and to his twenty classmates, who have been perfecting as many different procedures during their four years in high school—the situation is bewildering. He is asked to unlearn a method of punctuation which has become habitual to him, and to substitute for it a system no more correct but much more acceptable.

Even more shocking to the conscientious student than a disagreement among his English teachers are the apparent contradictions which he finds when he compares his high school grammar text with

## THE COMMA

his college handbook of English. Taught to believe over the years that "if it's in the book, it's got to be right," the freshman comes close to frustration when he is confronted with two supposedly irrefutable authorities which boldly offer opposing "rules" governing the use of the comma after a subordinate clause which precedes the main clause. In the moulding of the student's character, the successful resolution of such a conflict is perhaps salutary; but the instructor, whose schedule allows him to allot only five hours to the discussion of punctuation, would willingly forego the joy of smoothing out academic wrinkles for the keener pleasure of teaching new material to a class whose preparation for the course had come from a common text. To my student's pitiful cry, "It was that way in the book we used," there is no ready answer.

COORDINATION NEEDED. The solution of the dilemma in which my conferee finds himself is, perhaps, closer coordination between the teachers of the high schools and the college instructors. The selection of texts which present the mechanics of English consistently according to one system would be a step forward. The compilation of a city-wide manual of English, for use in all the schools, would help the cause of uniformity. If it were definitely established that, whether my student wrote "pencil, pen, and ink" in high school or college or in the business world, he was expected to place a comma before the word "and," much effort would be spared. Feeling out a new teacher to discover whether he prefers an open or a closed, a tight or a loose, system of punctuation is not particularly helpful either to teacher or pupil. If there were one answer, as there is in arithmetic, on whatever level of education the comma or the multiplication table were taught—then, I think, life might be less interesting but it would be, for the student at least, much more secure.



## TEACHERS

Teachers are people  
Perpetually yearning  
To meet one small boy  
Not allergic to learning.

*San Francisco Teachers Journal.*



# What a Teacher Should Know About Cerebral Palsy

ANNA C. SULLIVAN

At some time you may have seen a fellow-pedestrian move along the street before you, following a jagged line of march in dizzy fashion, walking like one intoxicated, yet not intoxicated. You may have watched a person who proceeded with a peculiar scissors-like crossing of one leg over the other. Possibly in public you have had your attention attracted by one whose body appeared to be a great convulsive series of involuntary movements, one mass of uncoordinated spasmodic jerks. You may have noticed a trembling child, past the infant stage, whose drooling mouth hung open helplessly or whose facial expression was marred by a tendency to uncontrollable grimaces. Perhaps at one time or another you have heard yourself addressed in muffled hesitant tones, tones that made you wonder at the cause of the defect. Such are some of the manifestations, the outward physical signs of a brain disease or brain paralysis called cerebral palsy.

Cerebral palsy affects the motor areas of the brain whereas poliomyelitis (infantile paralysis) is centered in a spinal-cord area. The motor areas of the brain lie in the frontal lobes, the basal ganglia, and in the cerebellum. A disturbance in any one of these three areas may result in a different type of cerebral palsy. Doctor Winthrop M. Phelps\* distinguishes five types of the disease: spasticity, rigidity, tremor, athetosis and ataxia. The manifestations are very different in each of the five. It is best therefore for a lay person to use the generic term, "cerebral palsy," for all types, and not to say "spastic" in referring to a case unless he is absolutely sure he means spasticity and nothing else. Many soldiers returned from the wars with another type of paralysis different from either cerebral palsy or poliomyelitis because its center is neither in the brain nor in the spinal cord but in a peripheral or surface nerve. The severance by gun shot of a nerve located in an arm, a leg, a hand, or a foot, or the face may result in paralysis of the part affected. These distinctions may help to orientate an intelligent, interested person as to the originating centers of various types of paralysis which he encounters personally or about which he hears.

\**Let's Talk About Cerebral Palsy*, an address by Dr. Winthrop Phelps in New York, November 14, 1946 (Joint conference of groups from Greater New York and the New Jersey area).

## CEREBRAL PALSY

**ORIGIN.** The onset of cerebral palsy may occur before birth, during birth, or after birth. Its causes include maldevelopment or peculiar development of the brain, injury to motor areas of the brain, or infections in these areas. The motor areas of the brain control all muscles of the body—therefore all movements of the body. Any muscle may be affected by cerebral palsy, the muscles used in swallowing, the muscles of speech, of hearing, of the eye, the back, the leg, the foot, the arm, the hand. The brain controls bodily parts by sending impulses to them along a connecting nerve path. The brain impaired by cerebral palsy cannot sort out proper stimuli from among the many it receives nor can it so monitor these stimuli that not too many impulses get by it and thus manage to choke or flood the nerve path to the muscles. The result of the brain mismanagement may be a confused, hay-wire, exaggerated response in the receptor muscles. In one type of cerebral palsy (ataxia) the patient looks normal while he is at ease and he has good muscle power, but his trouble seems to be that he has no sense of direction or relation in space. When such a patient moves he has difficulty in finding his own hands, or feet, or his face. It is understandable from the foregoing description then that the simplest movements like those of swallowing are not automatic movements for some cerebral-palsied children but have to be learned and trained in, by practice. Physiotherapists and speech therapists and occupational therapists, under medical direction, do a great deal of good for such patients. Certain drugs used under medical care are helpful. When a muscle lacks tone and power the joints and bones associated with it and dependent upon it for movement may become deformed in a growing child; therefore surgery is sometimes necessary to prevent this result.

**IMPRISONED MINDS.** Though cerebral palsy affects the brain it does not follow that all cerebral-palsied persons are mentally deficient. The disease can and sometimes does have such a result. In general, though, there is as wide a range of mental ability among the cerebral-palsied as there is among the physically normal. Some cerebral-palsied are bright, many of average ability, and some are dull. The most disabled physically among them are not necessarily the slowest mentally. Quite often the reverse is the case. Many fine minds are imprisoned in helpless bodies. Since doctors and their helpers do so much for the cerebral-palsied body, teachers are challenged by their accomplishments to do as much for the patient's mind. Body and



mind both need education.

In his autobiography, "Born That Way," Doctor Earl R. Carlson\* writes of the struggle which he had for an early and continuous education in his childhood. The author has no mild case of cerebral palsy himself but in spite of this he managed to get so good an education that he was graduated from Yale Medical College and later practised as a surgeon. When he was a school child his teachers were not as posted on the nature of cerebral palsy as the reader is, and so they did not all know how to cope with a boy whose appearance was so much against him. Doctor Carlson has continued to be so vitally interested in education for the cerebral-palsied that he has set up a private school for such children just as Doctor Phelps has done.\*\* Doctor Carlson's book is a lively witty tale and from it you will get a better understanding of the problems of the real people who live within quivering palsied bodies.

**A PUBLIC RESPONSIBILITY.** There is a great drive on now by parents here in the United States and in other countries for the establishment of public nursery schools for young cerebral-palsied children. The sooner the "c.p." child's formal education begins the better, for it takes him longer to learn at times and he has much more to learn than a more able-bodied child. Formerly parents in some cases were falsely ashamed of their cerebral-palsied offspring but now that they know heredity is not responsible for the disease they are willing and eager to bring the children to the attention of school people earlier. The younger children are often so helpless they cannot attend to their toilet needs or walk unaided. Such helpless children cannot therefore be taught in the special classes provided for orthopedically handicapped children, but have to be tutored at home by a visiting teacher. A number of extra child-attendants will be needed to carry such helpless children, to feed them and to assist them generally in addition to an adequate number of teaching personnel (one for twelve children) if proposed legislative plans submitted by parent groups for the establishment of special nursery schools should be set up in future with support of public funds. It

\* *Born That Way* by Earl R. Carlson, M.D., New York, The John Day Co.; 1941, 174 p.

\*\* *Children's Rehabilitation Institute* at Cockeysville, Maryland—Doctor Winthrop M. Phelps, Medical Director, and Doctor Earl R. Carlson's schools at East Hampton, Long Island and Pompano, Florida.

## CEREBRAL PALSY

would seem advisable for our Board of Education (in the event the parents' plans are accepted) to use as a model the clinic day school rather than the day school clinic type. The former is set in a hospital against a background of adequate hospital assistance for the child. The latter is a class or group of classes set up in a school building with some therapeutic services provided. The responsibility of the school should be for the education of the child and other community services should be available to help the child get his education. In the clinic school the responsibility for attendant service and physical care of the proper kind would not be an additional burden on the school people, but would be the responsibility of the hospital in which the school or class is located.

The cerebral palsied are not all taught at home or in special classes. The child's handicap may be a mild one, not severe enough to cause his exclusion from a regular class. In some small communities the number of cases of cerebral-palsy is too few to warrant setting up special classes for their education. The cost of a program of special education for deviates is too great for some communities to bear. Even when there is an established program of special education on the elementary school level it is not always carried on further to the high school level. You will therefore encounter a number of "c.p." pupils in regular classes in schools of the secondary level. By the time a cerebral-palsied child reaches the high school level he has usually become stronger. By physical care and natural maturation he has acquired more power. He can usually travel alone by bus or subway, climb stairs, open doors, and carry his own book satchel. The high school building is more apt than the elementary school to have elevator service, which is a help to the handicapped too. By this time, too, the degree of his general intelligence has been better established and he can be taught by methods adapted to his individual ability.

**NO ADEQUATE MEASURES OF INTELLIGENCE.** There are at present no adequate mental tests for the cerebral-palsied. A young school child in whom speech has not yet been established or developed or a child who has poor use of his hands can not respond to some of the sub-tests in the Binet-Simon series or to some of the other standardized mental tests now available. Alert teachers of the physically handicapped and experienced psychologists are aware of this and are working to secure new tests or revisions of old tests



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that will discover for them the true index of the mental ability of a cerebral-palsied child. Although scientific measurements are not on hand any keen teacher left with such a child for any considerable length of time learns how to approximate the child's mental ability. The child may have no voice but intelligence has a way of shining out at the eyes, and there soon grows up between teacher and child an individual system of communication that answers for the absence of spoken words on the pupil's part.

POINTERS. Any teacher not trained in the psychology of the physically handicapped may need some help in dealing with the cerebral-palsied child who happens to be in her regular class. Here are some pointers for such a teacher that will assist her to help him attain his own best personal development and social competence. Understand privately that he is different but treat him like all the rest. His greatest needs are the same as those of a normal child: a feeling of acceptance, a chance to know he can succeed, an opportunity to share in and contribute to the group life of his peers. Be as unemotional and objective in your own thinking about him as you can and in your dealing with him. Discover his weaknesses. Help him to realize them and by earnest work to overcome them. Develop his talents or special abilities. A cerebral-palsied child needs even firmer discipline than other children. He must concentrate on the simplest tasks, on everything he does, even on walking and talking or he will fail. Teach his fellow students to accept him kindly for his own worth without solicitation. When he is in a new situation or when he has to meet new people or too many people at a time he becomes temporarily nervous, ill at ease, awkward and discouraged. Help him to relax and to concentrate by keeping his environment familiar and simple. He will need more time at a task than others. If his handwriting is not legible, perhaps he can use a typewriter or a classmate may be willing to make a carbon copy for him of class notes. You might let the boy get a head start of his classmates at dismissal time. In the cafeteria someone might carry his tray for him. You can make him feel your friendly interest so that he will want to talk over with you his problems and his future plans. If you will do all these things for him you will have helped to set a mind free to wing its way beyond a weak body house. And your effort will have done something for you, too.

## A Guidance Program for Veterans

HECTOR LAGUARDIA  
Benjamin Franklin Evening High School

At the beginning of the school year in September, 1945, this evening high school began to receive a trickle of requests for educational guidance from returning GI's, interested in continuing their formal schooling. These first requests afforded an opportunity to make tentative changes and adjustments in our regular evening high school program. With the experience gained, the Benjamin Franklin Evening High School was able to develop a well-rounded program of instruction and guidance, designed to meet the special needs and abilities of the flood of returning veterans in succeeding terms. Of major importance in developing this special program was a directive from the High School Division which gave us wide discretionary powers in forming special accelerated and tutorial classes for veterans.

DIFFERENCES. We soon discovered that veterans, as a group, have characteristics which distinguish them from the usual run of evening high school students. Since they were older, and in many cases had family responsibilities, time, for them, was of the essence. Service in the armed forces had frequently taken a large slice out of the time available for education, and the veteran was consequently anxious to complete his high school work as quickly as possible. We found wide variations in the age grouping, with ages from 19 to 38; in the educational background, ranging from veterans who had not completed elementary school to some who had advanced work in service schools. Sometimes the veteran was hesitant about undertaking what at first view appeared to him a long and arduous program, and had to be sold on the advantages of preparing himself to take advantage of his privileges under the GI Bill of Rights. Others had to be cautioned against taking too ambitious a program in view of their age and previous preparation. When in doubt, we referred special cases to the Veterans' Administration, where the services of specialists were available.

INTERVIEWS. All these were factors that had to be considered in the first interview, which, because of its importance, had to avoid any appearance of hasty action and snap judgment. All veterans were interviewed by the general assistant, the teacher-in-charge, or by the Veterans' Adviser, Mr. Anthony Sarno, former Major in the Marines, who was alive to the special needs of service men and at the same time could strike the happy medium of a sympathetic but



realistic attitude. As a first step, the veteran's previous educational achievement and service credits were evaluated in terms of his plans for future study. A standard form was devised which included a summary of work completed, a statement of credits earned in the armed forces, and a plan of work to be done. This was filled out by the Adviser with the assistance of the veteran; a copy was given to the veteran as a reminder and the original filed with his permanent record. At regular intervals, a check was made on his progress, additional interviews arranged, and changes made in his program, whenever necessary. In some cases a period in a special tutorial class was advised, where the veteran could get additional help in making up deficiencies. It is the judgment of the faculty that the tutorial classes were the keystone of the veterans' program. In these small groups capable and ambitious students could accelerate at their own speed while slower students could receive the extra attention they needed.

**OPEN FORUMS.** An important aspect of our guidance program, which we feel helped to make easier the transition from military to civilian life, was a series of open forums on current problems. These meetings were conducted under the auspices of the Adult Education Council with the cooperation of the teachers of English and Social Studies, and were under the leadership of Professor Aldrich of New York University. A wide selection of reading materials was furnished by such organizations as the U.S. Chamber of Commerce, the A.F.L., the National Association of Manufacturers, the C.I.O., and various government agencies. The keen interest and spirited discussions, drawing upon the experiences of veterans in almost every theatre, and the skilled leadership of Dr. Aldrich, made these meetings a richly rewarding experience for all who participated.

**METHODOLOGY.** From the very beginning, the teachers of accelerated and tutorial classes realized that they would have to make changes and adjustments in their usual teaching procedures. In a number of informal faculty meetings which drew upon the experiences of teachers who were veterans, special problems were discussed and information exchanged on the working out of new techniques in each subject. The general conclusion reached was to continue methods that had proved valuable in the educational program of the armed

## VETERANS' GUIDANCE

forces, and which were familiar to many veterans. In mathematics and the sciences particularly, work sheets, consisting of graded exercises selected from the basic text, were used extensively. When combined with unit assignments, achievement tests and progress charts, this technique seemed to meet best the special requirements of the accelerated and tutorial groups.

**CLASSIFICATION.** The problem of placing veterans in the grade of English where they would be most likely to succeed was solved by making two general classifications, with allowances for unusual cases. If a veteran had not completed five terms of high school English, he was programmed for an accelerated class in second or third year English, with an opportunity to advance during the term to the next grade, when his progress warranted. Those who had already completed five terms were programmed for senior English where they could complete the remaining three terms in a single term. As a rule, the final term in English is devoted to a review of the complete course of study, but in these accelerated classes teachers and students were faced with a much more complicated situation. They had to make up deficiencies in the fundamentals of grammar, spelling, pronunciation and vocabulary, resulting from widely varying backgrounds of preparation and achievement; they had to develop comprehension and appreciation of fairly difficult reading materials from selected authors; they had to improve in ability to write acceptable compositions. These objectives were not easy to attain, and in view of the difficulties, the results were surprisingly good. Since the inception of the program for veterans, more than 80% of those who took the Regents examination in English were successful. Of those not interested in securing Regents credit almost all were successful in passing a final examination comparable in difficulty to the Regents.

**SPECIAL COURSES.** Special courses were organized to meet the vocational and educational needs of veterans. About 60 veterans enrolled in a course in photography, taught in a modern, well-equipped shop by a teacher with wide professional training in the field. Veterans who had been denied admission to commercial schools because of crowded conditions, were given an opportunity to cover the basic principles required for more advanced study. A course in



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air conditioning was organized at the request of a group of interested veterans. The following is quoted from the report submitted by the teacher, Mr. Miles:

*"The course is the standard theory course, covering the materials used in the industry, the basic problems of heat and heat exchange and an introduction to refrigeration. As there is no comprehensive text on the high school level, instruction sheets and work outlines were used. From my own knowledge and the experiences of students, I am convinced that the standards in this course are superior to those of correspondence courses charging high fees. We found no difficulty in placing students in the industry; all the veterans in the course have enrolled in technical schools offering advanced work or have found positions in the industry."*

COMPARISONS. How did membership of veterans and non-veterans compare?

1. During the period of this study, veterans made up about 30% of the total school enrollment; the average veteran enrollment per term was 250.
2. In general, veterans registered for more courses per session; the average per veteran was 2.6 as compared to 2.2 for nonveterans. (The maximum number permitted by our schedule is 3 periods per night.)
3. More veterans dropped out before the end of the term; 68% completed each term as compared to 72% for nonveterans. However, the attendance of veterans who completed the term was considerably better than that of nonveterans in the same classification.
4. Almost two thirds of the veterans took advantage of accelerated courses, and 90% of these successfully completed a year's work in one term. Almost all of the remaining 10% earned credit for one term's work.
5. Although veterans never exceeded one-third of the total enrollment, they took more than half of all Regents Examinations. In percent passing these examinations, they were consistently superior to nonveterans.
6. A total of 77 veterans were awarded high school diplomas; 54 received evening high school diplomas; 23 received day high school diplomas on the basis of subjects passed in evening high

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school. In the same period there were 58 nonveteran graduates; 16 received evening high school diplomas; 42 received day high school diplomas because of work completed in evening high school.

REPORTS ON INDIVIDUAL VETERANS. It is of interest to note that the veteran usually was a conscientious student, that his attendance was better than average and that he was willing to take extra courses in home study in order to graduate in a shorter period of time. The cases listed below are a sampling of the many reported by teachers.

1. F.D. was selected by the faculty as the most outstanding student in the term he graduated. Shortly after his discharge after 3½ years in the Navy, he enrolled for 7 major subjects and received an average of 94%. His achievement is remarkable because it was accomplished under distressing home conditions and the threat of eviction.

2. D.M. had had no formal schooling since his graduation from elementary school 12 years ago, but wanted to complete his high school education as quickly as possible. Since he had acquired a wide background of reading and was willing to work hard, he was able to complete the four year English course in one year, and passed the Regents Examination with a better-than-average mark.

3. A.C.'s four years in the Navy had given him a new appreciation of the value of mathematics. He enrolled in a regular class in intermediate algebra, took extra work in a tutorial class, and completed both intermediate algebra and trigonometry in one term, with an honor mark in the Regents examination.

4. Although A.P. entered the mathematics class one month late he was able, with extra help from his teacher, to complete a full year of geometry in 30 recitations, passing the Regents with a mark of 77%. This made it possible for him to apply for admission to college without loss of time.

5. A.R. was permitted to enter a tutorial class in American history one month before the end of the term. Although he had never formally studied the subject in high school he covered the full course of study, passed the Regents with a mark of 75% and was accepted for college work the following term.

6. F.A. lacked the requirements in mathematics and science to



enter a school of engineering. With the guidance of the teachers of the departments he completed, in one year, the required work in geometry, trigonometry, intermediate algebra, physics and chemistry, with better-than-average marks, and was accepted for admission by Cooper Union.

7. A.C.'s objective was to be admitted to the State Teachers' College for Industrial Arts at Buffalo. His problem was complicated by the fact that he had given up formal schooling more than ten years ago. A program was planned for him which gave him a chance to review the elementary work he had forgotten, and then to advance as rapidly as he could absorb the work assigned. Within one year he had made up the needed requirements, received his high school diploma and had been admitted by the school of his choice.

8. L.M. had completed 3 terms of Spanish some time before his induction, but needed credit for three years of the language in order to meet college-entrance requirements in September. By dint of hard work and faithful adherence to a rigorous program mapped out by his teacher he was able to make up 3 terms of Spanish in a single term and to pass the Regents examination with a mark of 86%.

9. L.K., an older veteran with family responsibilities, needed special help in stenography and typewriting in order to secure a promotion in his office. He faithfully followed a special course prepared for him by his teacher, and managed to complete the equivalent of two years' work in a little more than one term. As a result, he received the promotion he had been working for, with a substantial increase in pay.

10. E.M. had spent about two years in Italy with the American Army, but his Italian was limited to a few stock phrases. However, he now had a compelling reason for learning the language, as the Italian girl he had married would rejoin him within a few months. After a few months of concentrating on conversational Italian, he was happy to report that his wife, upon arriving in this country was surprised at his progress, and that he was continuing in the class, even though he now had what experts agree is the best kind of instruction.

## The Antiquarian's Corner

### MIXING MURDER WITH PHILOLOGY

Almost everybody knows or has read *The Last Days of Pompeii* by Sir Edward Bulwer-Lytton but how many have heard of his novel *Eugene Aram*? The Antiquarian asked many of his colleagues but none of them had ever heard of the novel or of the actual character, Eugene Aram, on whose life the novel was based. Moreover, the book itself is hard to find. The Antiquarian searched for a long time before he finally discovered an ancient copy in the five-cent bin of a second-hand bookshop.<sup>1</sup>

Soon, the Antiquarian predicts, this scarcity of copies of *Eugene Aram* will no longer exist. He bases his prognostication on the fact that a Hollywood film company has announced that it will film *Eugene Aram* with Charles Boyer in the title role. We all know how popular the classics and near-classics become after they have been adapted for the movies. Soon the same story may be told about *Eugene Aram* as is making the rounds about *Great Expectations*. A group of movie-goers leaving a picture-palace where the film version was showing noticed a stack of copies of *Great Expectations* in a drug-store window. "What speed!" one of the group exclaimed. "The picture's been running only a week, and they've made a book out of it already!"

Now, you may ask, "Why is the Antiquarian making a Corner out of *Eugene Aram*?" The Antiquarian can give many reasons in justification. In the first place, the novel was based on a famous murder case of the preceding century. Murder may seem out of place in a learned article but the Antiquarian's more erudite contemporary, *The American Scholar*, recently devoted space to a retelling of a classic campus crime.<sup>2</sup> In the second place, from Sherlock Holmes through Philo Vance to Gideon Fell, the connoisseurs of antiquarianism seem to take an avocational interest in crime. Finally, and this is the most valid reason for placing Eugene Aram in the Antiquarian's Corner, he was a teacher, scholar, philologist and antiquarian.

The Antiquarian had met Eugene Aram long ago in Thomas

1. Paul Clifford, *Eugene Aram* (including miscellaneous pieces) published by The Mershon Company, Rahway, New Jersey, no date.
2. For the Autumn 1945 number, Stewart Holbrook wrote "Murder on the Campus," a treatment of the murder of Dr. George Parkman by Professor John White Webster at Harvard in 1849.



Hood's poem, *The Dream of Eugene Aram, the Murderer*. At that time he did not realize that Hood's vivid *tour de force* had a basis in fact. A few years ago, however, the Antiquarian was prompted to look into the facts in the case of Eugene Aram. To relieve the tediousness of a subway expedition to the outer Bronx, he had fortified himself with a Pocket Book.\* By chance he opened to "The Trial of Eugene Aram" by the Earl of Birkenhead and there he read:

"True it was that he was a struggling schoolmaster in a remote town and that the world did not know of his marked ability as a scholar. . . ."

"Struggling schoolmaster . . . marked ability as a scholar . . ."—here was something distinctly pointing to an investigation by the Antiquarian later. The Antiquarian learned an amazing story which is given a timely interest by the news of the contemplated film. However, the Antiquarian is certain that the film will naturally stress the fictional romantic elements which did not exist in Aram's life. Since the scholarly attainments of Eugene Aram will probably be neglected, the Antiquarian feels called upon to pay due attention to his abilities as a scholar, teacher, antiquarian and philologist.

In making a study of Eugene Aram, the Antiquarian has decided to treat the topic in five divisions: the crime, the literature about Aram, his remarkable self-education, the scenes of school life, and finally his contributions to comparative philology.

### The Crime of Eugene Aram

On February 7, 1744, a young man named Daniel Clark disappeared from the village of Knaresborough, Yorkshire.<sup>3</sup> It was believed that he had absconded with goods to defraud his creditors. A linen weaver named Richard Houseman and Eugene Aram, the village schoolmaster, were questioned because they had had some business dealings with Clark. Some of Clark's possessions were found in their homes. Aram was accused of theft but there was no evidence against him since Clark could have entrusted the property to him. Shortly after this time Aram left the village for parts unknown and even his family heard from him no more.

3. *The Pocket Book of True Crime Stories*, edited by Anthony Boucher, published by Pocket Books, Inc., N. Y., 1943.
4. Birkenhead dates the crime in 1745; other authorities prefer 1744. The varying dates are due to calendar reform.

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Fourteen years later, in August 1758, a laborer dug up a skeleton in a hill near Knaresborough. The townspeople recalled the disappearance of Clark and a coroner's jury returned a verdict that the body was the remains of Clark. Houseman was questioned and asserted that it was not Clark's body. However, a warrant was issued for his and Aram's arrest. Houseman thereupon led the officials to a cave near the River Nidd and in that cave another body was discovered. Houseman alleged that this was really the body of Clark and that Aram had been the murderer.

Where was Aram at this time? By a coincidence which is thought to be more appropriate to the movies than to reality, a traveler from Knaresborough had seen Aram recently while passing through King's Lynn, a town 160 miles away. Eugene Aram was employed there as an usher or assistant to the headmaster of the municipal grammar school. He was brought back to Knaresborough, imprisoned in York Castle, and tried for murder. Houseman was used as the state's witness against him. Aram made a speech in his own defense, a masterpiece of reasoned eloquence which failed to convince the judge, who charged the jury adversely. Aram was found guilty and hanged in August 1759.

### The Literature About Eugene Aram

The fate of Eugene Aram has appealed to many authors. The contrast between his intellectual activities and the methods he used to supplement his meager earnings seemed to writers a fitting theme for tragedy. Bulwer-Lytton, in fact, first thought of treating the theme as a tragedy and we possess a fragment in verse which formed the outline of a play. The following paragraphs from the novel and its introduction ably summarize the reasons why Eugene Aram's life has had a peculiar fascination not only for Bulwer-Lytton but for other authors.

"The peculiar attributes of the prisoner—his genius—his learning—his moral life—the length of time that had elapsed since the crime had been committed—the singular and abrupt manner, the wild and legendary spot, in which the skeleton of the lost man had been discovered—the imperfect rumors—the dark and suspicious evidence—all combined to make a tale of such marvellous incident, and breeding such endless conjecture, that we cannot wonder to find it



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afterwards received a place, not only in the temporary chronicles,  
but even in the permanent histories of the period."

\* \* \*

"Whenever crime appears the aberration and monstrous product  
of a great intellect, or of a nature ordinarily virtuous, it becomes not  
only the subject for genius, which deals with passions, to describe;  
but a problem for philosophy, which deals with actions, to investigate  
and solve; hence the *Macbeths* and *Richards*, the *Iagos* and  
*Othellos*."

Although some of his contemporaries agreed with Bulwer-Lytton  
that there was doubt as to the legal proof of Aram's crime, his book  
which appeared in 1831 was hostilely received. Modern critics call  
*Eugene Aram* a bombastic whitewash and certainly do not consider  
the fate of Aram a theme to be set alongside of the tragedies of  
*Macbeth* and other Shakespearean figures.\* Yet, to the Antiquarian,  
in spite of its turgid language, *Eugene Aram* seemed a well-told tale  
in which Bulwer-Lytton does not try to exculpate Aram but to  
explain his tragedy as a moral struggle against a background of  
poverty.

\* \* \*

Thomas Hood's poem was inspired by a dream that the poet  
himself had. *The Dream of Eugene Aram* describes the school at  
Lynn, Aram's mental tortures and his capture. The Antiquarian is  
very fond of this description of "school let-out."

'Twas in the prime of summer time  
An evening calm and cool,

And four-and-twenty happy boys  
Came bounding out of school:

There were some that ran and some that leapt,  
Like troutlets in a pool.

While the boys played cricket, Aram sat remote brooding upon

5. Boucher, Birkenhead, Max Pemberton and Eric R. Watson, the last two of  
whom have made extensive studies of the Aram case, do not agree with  
Bulwer-Lytton.

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his crime. He noticed a boy reading "Cain and Abel." Thereupon  
he related the story of his crime as if it were a dream:

Two sudden blows with a ragged stick,  
And one with a heavy stone,

One hurried gash with a hasty knife,—  
And then the deed was done:

There was nothing lying at my foot  
But lifeless flesh and bone!

My gentle Boy, remember this  
Is nothing but a dream!

\* \* \*

And at the end:

That very night, while gentle sleep,  
The urchin eyelids kiss'd,

Two stern-faced men set out from Lynn,  
Through the cold and heavy mist;

And Eugene Aram walked between,  
With gyves upon his wrist.

\* \* \*

Bulwer-Lytton's novel and Hood's poem are the best known literary  
pieces about Eugene Aram. Thackeray burlesqued the novel in  
*George de Barnwell*. W. G. Wills wrote a play *Eugene Aram* which  
Henry Irving produced in 1873 and in which he played one of his  
greatest parts. Many other dramatists of the nineteenth century  
treated the same theme. So much has been written on the case that  
the late criminophile Edmund Lester Pearson declared, that it "...  
has, perhaps, the most extensive bibliography of any murder not a  
political assassination."

The Antiquarian will increase this bibliography in next month's  
Corner where he will discuss those aspects of Aram's career more  
pertinent to this department than murder—his teaching and scholar-  
ship.

MORRIS ROSENBLUM

Samuel J. Tilden High School



## High Points

### THE UNITED NATIONS: AN EDUCATIONAL PROJECT

*"The driving force that makes either peace or war is engendered where the young are taught. The teacher—whether mother, priest or schoolmaster—is the real maker of history."*

Can our generation evolve a moral equivalent for war? Is mankind willing to exert the effort and to pay the price inexorably to be exacted for the required sublimation? Dare educators throughout the civilized world shirk the responsibility of performing their role in seeking a solution? This is the inescapable challenge of our portentous Age of Atomic Energy.

H. G. Wells

It has well been said that education is the debt which maturity owes to youth for the advancement of civilization. Ours is not only the task to transmit the cultural heritage of the race, but also to accelerate the expansion of the frontiers of human knowledge as well as to contribute to the loftiest spiritual aspirations of mankind. *"Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."* Thus proclaims the preamble to the charter of UNESCO (United Nations Educational, Scientific, and Cultural Organization.) A British journalist has stressed the fact that *"in the adventure of peace men will find at last the meaning of life and will answer triumphantly the riddle which war puts to them. They will then understand what seers have long known—that the true purpose of life, its supreme sanction, is to serve others in high endeavor which, whether it succeeds or fails, bears the ennobling stamp of selfless effort. In war born of ambition or greed the answer can never be found. War in righteous self-defense may suggest it; but not until the need for self-defense has disappeared and the ugly lusts that bid nations fight and men attack others have been placed under iron constraint or tamed by sheer necessity, will the meaning of life on this earth be fully revealed.\*"*

The United Nations is dedicated to the proposition that national patriotism is consonant with the highest ideals of international amity *"in which the variety and the development of many kinds of excellence might go hand in hand with a unity of nations in humanitarian enterprise."\*\** It was George Washington who pointed out in his

\* Steed, W. H. *Vital Peace* pp. 331-32 Macmillan, 1936.

\*\* Randall, J. H. *The Making of the Modern Mind* p. 172 Houghton Mifflin.

### UNITED NATIONS

*Farewell Address (1796) that "Antipathy in one nation against another disposes each more readily to offer insult and injury, to lay hold of slight causes of umbrage, and to be haughty and intractable when accidental or trifling occasions of dispute occur."*

As part of the American democratic way of life, we must respect honesty of differing opinions rather than succumb to dictatorially imposed uniform thought patterns. In the words of Thomas Jefferson, *"Error of opinion may be tolerated where reason is left free to combat it."*

**MOTIVATION.** The meeting of the General Assembly of the United Nations at Flushing Meadows in October, 1946, presented a psychological setting for focalizing student interest and channeling constructive thinking on the ever-challenging problem of "One World or None." Our Social Studies Department, convinced that a well-informed citizenry is America's greatest bulwark of security, welcomed this opportunity to capitalize educationally by inviting our students to embark upon a guided adventure into the stirring Pageant of the Past and the ever-changing Present as a prelude for striving towards the achievement of a happier World of Tomorrow. It has been our constant endeavor to illumine the role our young citizens are to play today and as socially minded adults not only in the economic, social, political, and cultural life of community, state, and nation but also on the ever-extending world stage through a realistic understanding of our international relations as a member of the United Nations.

**EXHIBIT.** To arouse intelligent interest in the United Nations and to develop a keen desire to aid in effectuating its aims, Benjamin Starr, chairman of the Social Studies Department, enlisted the cooperation of the following teachers in the preparation of a UN exhibit: David G. Banks, Veronica Kelley, Julius Loeb, Evelyn Nolan and Mandel Shapiro.

Students were encouraged to submit illustrative material related to the background and current problems of the United Nations. A veritable avalanche of photographs (both originals and reproductions), posters, magazine and newspaper articles streamed into a mounting reservoir. A student-teacher committee selected the most vivid and instructive visual aids. These were mounted effectively. Another group of students with artistic talent executed a significant series of outstanding original cartoons. This "living museum" was



placed on the large plate glass walls of the Monroe library, from which vantage point the exhibit was viewed by students both from within the library and those passing through the adjoining corridor.

The school librarians, Madlyn E. Perkins, Edith Fleming and Rose Silverstone, cooperated magnificently by preparing colorful table and shelf displays of picturesque jackets of timely books on world affairs as well as pamphlets dealing with the myriad aspects of the work of the United Nations. Plastic miniature flags of the member nations of the U.N. and several large globes were placed at strategic points. Valuable material was secured from the American Association for the United Nations, the Woodrow Wilson Foundation, the British and French Information Services, *Life Magazine*, and official War Department photographs which were "lend-leased" by a number of students.

A schedule of class visits to the library exhibit was arranged to assure maximum participation. As a follow-up and as a means of assuring optimum rather than casual study of the wealth of meaningful material, students were supplied with a mimeographed list of pertinent questions, the answers to which were to be written on the question sheet while examining the exhibit.

**RESULTS.** The following student-written answers are typical of their reactions:

*"I learned that we must work together and try to understand the other fellow's side. That is the only way we can really and truly maintain and help the peace."*

*"I want to read all about the UN and other world events because I will be facing these problems when I am older and they will involve me."*

*"I learned that we must all live justly in order to have justice and that every individual has a great part to play."*

*"World conditions are really in a mess. The fate of the world depends upon the UN. The world must be brought closer together to secure world unity, or we shall perish together."*

*"I learned that the international machinery for keeping the peace is not the UN alone but the UN and all the specialized agencies."*

*"What impressed me in view of the last war is how history has repeated itself over and over again. For other school work it taught me that science has so much to do with world peace that in another war, world destruction would be in the hands of a few scientists."*

## UNITED NATIONS

One of the marked results of the exhibit was the educational and inspirational stimulus to extensive reading on the UN and related fields such as travel books and historical fiction. This surge of interest was edifying to all of us. The enthusiasm of our principal facilitated the success of our program.

The topic of the UN became a focal point for classroom discussion. During Open School Week many parents examined the exhibit, thereby extending its usefulness beyond Monroe's portals into the adult community. Questions on the work of the UN were incorporated in the social studies final examinations.

The English and the Social Studies Departments cooperated in supplying the students with the *Herald-Tribune* Forum supplement (November 3, 1946) containing addresses on the problems confronting the United Nations. These were utilized for classroom discussion. A number of students participated in the examination contest conducted by the American Association for the United Nations.

**VISIT.** One of the highlights of the spring term was a school-sponsored visit by over 100 students to the United Nations at Lake Success on March 27, 1947. The Monroe "Delegation" witnessed the proceedings of both the Economic and Social Council and the Trusteeship Council. (The Security Council was "out of bounds" since it was meeting in closed session.) The economic rehabilitation of Germany was on the agenda of the former while the latter, holding its second session, discussed procedural matters. Our students sat enraptured as they listened to the participating delegates of the United Kingdom, the Soviet Union, Peru, and Lebanon with the accompanying translations into French and English. Our students returned to the Bronx via a chartered bus. Both faculty sponsors, Dr. Elizabeth W. Scanlon and Benjamin Starr, were impressed by the intelligent interest and enthusiasm of the group. Truly, this developed into a memorable day for the participants.

Since the available textbooks used by our students do not treat the organization and work of the United Nations adequately, the writer prepared a three-page mimeographed outline which was distributed to all social studies classes. Divided into four sections, it includes treatment of the evolution of the UN, its objectives, its machinery, and an evaluation of its potentialities compared with its achievements.

ABRAHAM LEAVITT

James Monroe High School



## A CONCISE DICTIONARY FOR THE USE OF GUIDANCE OFFICERS

- ABILITY:** What my daughter has but has never shown. In college things are going to be different.
- CHAIRMAN:** A man who thinks a guidance counselor is in *his* department.
- CLERICAL WORK:** Guidance.
- CRABBING:** A constructive suggestion designed to uplift the hearts, minds and souls of our youngsters and, incidentally, to simplify our clerical work. Are the two ideals ever really separable?
- FIFTEEN TRANSCRIPTS:** 1) I was really just hoping for a lucky strike. 2) I was going to work anyway. 3) Applying to Bennington gave me a lift.
- GRADE A COLLEGE:** 1) A big name college. 2) The college where your neighbor's son goes. 3) The college where your son lands.
- GUIDANCE:** In the eye of our fellow teachers, a sinecure. Also, in their eyes, a system in which sentimentality rides roughshod over standards.
- GUIDANCE OFFICE:** A mad-house where your colleague's desk and mind are always sloppy.
- HUMAN CONTACTS:** What guidance officers would like to leave clerical work to make.
- I. Q.:** A mathematical device for proving any point.
- LISTING AND COUNTING:** Sympathy and understanding.
- OUR WORK:** Overworked and confused as we are, something we would hate to see someone else do.
- PERMANENT RECORD:** A complicated communal effort on the part of faculty: (1) It attempts to outline with numbers and checks an immature human being. (2) It is usually missing.

## NON-ACADEMICALLY MINDED STUDENT PHOTOSTAT:

**RULE:**

**TEACHING:**

**TRANSCRIPT:**

F. R. BARTLETT

An illegible device for achieving success without thought. It apparently has made *no one* happy.

A device to take up the slack when administrative brains run out.

A nebulous, interrupted, frenetic state, always occurring between single guidance periods.

Get that thing out of here.

Forest Hills High School

## THE NON-ACADEMICALLY MINDED STUDENT

Since schools in a democracy must provide for all the children, and since in New York City in particular many of the brighter students are being skimmed off by the special high schools, the regular academic high schools as well as the vocational schools are being faced each term with an increasing percentage of non-academically minded students. Courses of study, methods of teaching, and methods of grading must be adjusted to meeting the special needs, interests, and characteristics of these students.

The following is an outline of this topic which served as the term theme for a series of discussions at meetings of the Department of Sciences of the Girls High School.

*Term Theme.* How can we better provide for the needs and interests of the non-academically-minded student?

### The Non Academically-Minded Student

1. Characteristics of the pupil
  2. Methods of teaching
  3. Criteria for courses of study—: dilution or differentiation
  4. Testing
  5. Grading—Should a 'g' be given 95? Provision for change to regular classes.
- I Characteristics
1. Slow learner
  2. Poor reader, writer, talker



3. Poor memory and power of concentration
4. Learns through eye, ear, and hand, rather than through comprehending words and ideas
5. Short attention-span; will rapidly lose interest unless aware of continuous achievement and progress
6. Likes praise as much as, if not more than, his normal brethren; definite need of sense of belonging, of security
7. Often emotional—often aware of his deficiency and attempts to compensate by putting on a 'front' of understanding

## II *Methods of Teaching*

A. The teacher: good pupil-teacher rapport is of extreme importance. The teacher must be kind and sympathetic; any suggestion of contempt, conscious or subconscious, will immediately result in serious discipline problems. The student must be led to recognize that the teacher is his friend, interested in his progress and welfare, his counselor and guide, always ready to be of assistance. Most students are very appreciative. Once a desirable pupil-teacher relationship is set up, discipline problems are minimized and the possibility of a good learning-situation is established.

The teacher must also realize that many of the problem children among the non-academics, especially in schools serving under-privileged areas, are products of homes and communities which, ever since their earliest recollections, have beaten them down mentally and physically, have never accepted them and often actively rejected them. Is it any wonder that such a child, who has never been accepted by his parents or by society, grows up resenting and often hating parent surrogates and others in authority, the teacher in the case of the school set-up? The teacher who appreciates this background can understand otherwise inexplicable breaches of conduct and treat them sympathetically rather than as personal affronts.

Attempting to ram subject matter down the throats of such students is, to my mind, a definite error. Class work should be keyed to adjustment to the group through the medium of the subject matter, rather than to the mere retention of information.

## NON-ACADEMICALLY MINDED STUDENT

B. The process: Slow students are not verbal minded. They learn through eye, ear and hand rather than through words. We in the science department are at a distinct advantage over our colleagues in other subject areas in being able to provide a wealth of realia and experiences based upon meeting this characteristic.

1. Use individual laboratory experiences with non-dangerous science equipment to the fullest.

2. Use motion pictures, film-slides, charts, models, specimens, as much as possible, to furnish concrete experiences.

3. The use of the open book type lesson with the poor readers should be increased. Reading should be done orally, rather than silently, to appeal to the ear as well as the eye. The teacher should do a great deal of the reading, especially when the material is new and unfamiliar. The meaning, obvious to brighter students, may be completely unintelligible to the non-academics. Explain, or have it explained. This type of lesson also affords opportunities for valuable practice in interpreting diagrams, pictures, graphs, charts, etc.

4. Because of their short attention span and lack of power of concentration every minute of the class time, including moments of relaxation, must be carefully planned. The lesson should provide for several types of pupil activity—answering questions orally, answering questions in the notebooks, reading, handling apparatus, witnessing demonstrations, recording demonstrations and diagrams, summarizing, etc.—and a change should be made as soon as interest flags. The students should be constantly aware of the progress being made in the lesson. The lesson should proceed smoothly without delays, with a definite goal evident to every pupil. Every student should have something to do. This will tend to prevent occurrence of most disciplinary difficulties. Make sure by questioning that the students know what the aim of the lesson is; do one thing at a time; answer one question before raising another; make frequent use of medical summaries and résumés to indicate progress toward achievement of the goal; keep a running summary of the lesson on the board before the students at all times. Make



certain that the aim of the lesson is within the level of achievement of the group so that they will come away from the period with a sense of something accomplished, rather than with a feeling of frustration. Provide tasks for homework within the realm of accomplishment of these students. Hold them responsible for doing the homework. This attaches importance to their school work.

5. Recognize honest effort, and praise the student involved, even though by absolute standards the results may be poor. Give the student a sense of achievement, of reward for endeavor.
6. Non-academically minded students are very often aware of their deficiencies and will attempt to hide them and compensate for them by putting up a front of understanding. Check by careful questioning before proceeding from one point to the next. In so far as is possible have key, pivotal questions prepared in advance so that the students will not be confused by rephrasing of questions.
7. Do not attempt to do too much. Start with very simple material, familiar to all. Proceed steadily but slowly giving the children time to think. Make certain, by questioning, that every pupil knows what to do and how he is to do it.
8. Make use of emotional appeal in a lesson where the occasion arises. Dramatize the material. Have the students identify themselves with the situation.

#### *Courses of Study*

1. The slow student obviously cannot be taught as much as the normal student.
2. The course should contain a sufficient number of units to provide for the interests of the specific group being taught. If one unit fails to sustain their interest select one which will.
3. Selection of units: Should a course for the non-academic consist of the regular course watered down and diluted or should it contain material specially selected to meet their needs and interests? I am inclined to favor the latter view and hence think we should make a careful study of our present syllabi with a view to fitting them better to the special needs of our non-academics.

#### *NON-ACADEMICALLY MINDED STUDENT*

4. Let us face the facts. These students must be taught on an elementary level. The dearth of reading material in the various subject areas adapted to the low reading ability of most of this group is a definite obstacle. Texts written on elementary reading levels for high school subject fields are definitely indicated.

#### *Testing*

The non-academics have a short memory span. Tests should be constructed with this in mind. Tests should be given on work recently studied. Questions should be of the recognition rather than the recall type. Make frequent use of the open-book test. If a degree of success is achieved by the students, their sense of having accomplished something will be a motivation for further interest in the work. An excellent device for a good review lesson is to instruct the students to bring in a given number of questions and answers which they consider important enough to place on an exam. These are gone over in class and may be rephrased for use in the next day's test. In administering short-answer tests to non-academics, bear in mind their poor reading ability and read each question to them, as they read them on their own question papers, giving them time to write in the answers.

#### *Grading*

What should be the criteria for numerical rating of non-academics? Should a student who would get 55, or less, in a normal class be given 85 or 90 and hence appear on the school honor roll? Should some minimum standard of scholastic achievement be expected or should these students be graded solely on effort, cooperation, adjustment to the group, and attendance? If we accept the premise that we are teaching children and not subject matter the latter course would seem to be indicated.

This has merely touched on some of the pressing problems involved in dealing with the non-academically minded pupil. Concerted action on the part of all interested in the welfare of the child is necessary both for the mental hygiene of the child and the teacher who is his counselor.

ROBERT R. ROBINSON

Girls High School



Phonograph recordings and radio transcriptions available for classroom use are increasing. They run the gamut of subjects from the atomic bomb to women's rights. There is scarcely a topic in civics, history or economics which cannot be treated, in some cases more effectively and in others more interestingly, through the skillful use of an excellent recording.

Our survey indicates not only a wealth of materials but the facility with which they can be obtained. Recordings can be borrowed free of charge, rented for a small fee, or purchased outright. With the acquisition of a suitable playback, a social studies department can incorporate an interesting and varied recordings program into its courses of study. A word should be added concerning the need for a two speed playback: 78 rpm (revolutions per minute) for standard phonograph records (10 and 12 inches) and 33 $\frac{1}{3}$  rpm for 16-inch transcriptions. As a general rule, transcriptions of radio programs cannot be played on the ordinary phonograph (78 rpm).

#### Sources of Recordings

1. *United States Office of Education*—(Federal Radio Education Committee)—Washington 25

The excellent catalogue—*Transcriptions for Victory*, FREC Bulletin No. 202, September, 1943—prepared by the Government contains a comprehensive compilation of more than 200 transcriptions available on a free-loan system. The only obligations imposed on the user are the return of the transcriptions before a specified date and the payment of the return postage charge. The franking privilege, unfortunately, has been removed. Section G of the catalogue contains a very valuable commentary on instructional techniques and guiding principles to be observed in using transcriptions.

A recent supplement to the catalogue includes seven thirty-minute programs on *The People of China* and a number of Treasury Star Parade recordings most suitable for history. Examples of the latter are: *Citizen Tom Paine*, *Mrs. Bixby's Letter*, *Song of the United Nations* and *Paris Incident*.

A recent folder from the FREC invites the schools to borrow a series of six documentary recordings entitled, *This is Puerto Rico!* Each record has a complete fifteen-minute program on each side. The records provide authentic information on the politics, economy

and culture of the island. They can be played only on a playback with a 33 $\frac{1}{3}$  rpm control. Included with the records are a teacher's manual, photographs, maps and a handbook of facts on the subject.

Both the FREC and the Library of Congress (Music Division—Recordings Laboratory) offer for sale well-known American folk songs sung by folk singers in their native environment.

A program especially recommended by the FREC to social studies teachers is *State Department Speaks*. This consists of four fifteen-minute recordings of broadcasts explaining the work of the Department in the formulation of policies designed to promote international cooperation and economic well-being. The format follows a pattern of a brief dramatization, prepared talks and an informal round table.

2. *Catalogue of Selected Educational Recordings* (1946)—the New York University Film Library, Recordings Division, 26 Washington Place, New York 3, New York.

This is probably the most comprehensive booklet on recordings which are available for purchase. Various series are listed: *Cavalcade of America* programs, *University of Chicago Round Table* discussions on the post-war world, *Exploring the Unknown* programs, and a set of two recordings on consumer problems.

The section on *How to Use Recordings* (pages 7-12) is a valuable little summary of some common-sense procedures for utilizing recordings in the classroom.

N.Y.U. offers for loan without charge a number of recordings of the Washington Square College of Arts and Science, *Economics of Peace* programs, which have been presented over Station WNYC.

3. *Institute for Democratic Action, Inc.*, 415 Lexington Avenue, New York 17, New York.

This organization has produced nine series of programs entitled *Lest We Forget*, which are available to schools on a free-loan basis. The only obligation imposed is the filing of a semi-annual report containing information about the number of times the recordings are played, the size of the audience and audience reaction. Each record in the series is a fifteen-minute program dealing with some aspect of American democracy. For each series the Institute has prepared a pamphlet which describes the content of the program and sets forth questions for discussion.

The following series are still available.

- Series III. *Democracy is our Way of Life*



- IV. *Our Constitution*
- V. *A Better World for Youth*
- VI. *America Determines Her Destiny*
- VII. *Eternal Vigilance is the Price of Liberty*
- VIII. *Our Nation's Shrines*
- IX. *One Nation Indivisible*

4. *World Wide Broadcasting Foundation*, Bankers Trust Building, 598 Madison Avenue, New York 22, New York.

This organization in cooperation with the Carnegie Endowment for International Peace has prepared a series of *Beyond Victory* transcriptions. The latter are fifteen-minute programs organized about such topics as *The UNO*, *Problems of World Trade*, *World Geography*, and *Famine Relief*, and consist of discussions by authorities in a given field.

There is no charge except transportation costs.

5. *Twentieth Century Fund*, 330 West 42nd Street, New York, New York.

Several years ago the Twentieth Century Fund, in collaboration with the National Broadcasting Company, produced a radio series on economic subjects under the title *Next Step Forward for America*. The fields covered included distribution, taxation, debt, business and old-age security. Transcribed records of some of these programs are still available at a rental fee of \$1.00.

6. *Popular Science Publishing Company*—Audio-Visual Div., 353 Fourth Avenue, New York 10, New York.

This company offers for sale (\$2.50 per record) a *Library of Voices*, recordings of voices by famous personages the world over.

7. *Audio-Scriptions*, 1619 Broadway, New York 19, New York.

This company offers for sale (\$5.00 per record) Teach-O-Discs. Among the recordings are Marquis James' dramatizations on Patrick Henry, Paul Revere and the Constitution.

8. *Linguaphone Institute*, Radio City, 30 Rockefeller Plaza, New York 20, New York.

The catalogue (pages 24-25 & 30-32) lists recordings in American and European History and in contemporary civilization.

9. *Miscellaneous*.

Among the many excellent records that can be played on an ordinary phonograph, the following deserve special mention.

- a. *Ballad for Americans*, the Paul Robeson recording. This can be used both in civics and American history classes.

## SOCIAL STUDIES RECORDINGS

- b. A record album of excerpts from speeches of FDR entitled *The Prophecy of FDR*. This transcription was made expressly for WMCA by the National Broadcasting Company. This is especially suitable for American History 2.

- c. *The Testament of Freedom*—Randall Thompson (Victor Set 1054). This is a twenty-minute choral and orchestral presentation of four selections from the writings of Jefferson.

- d. *A Lincoln Portrait*—Aaron Copland—played by the Boston Symphony under Serge Koussevitsky, with Melvyn Douglas as speaker (Victor M or DM 1088).

- e. *No Man Is an Island*—a collection of speeches on the interdependence of man (by Pericles, Thomas Paine, Patrick Henry, Daniel Webster, John Brown, Abraham Lincoln, Emile Zola, Carnot and John Donne). These are read with great dramatic effect by Orson Welles (Decca Records, Album No. A-439).

- f. *In the American Tradition*—readings from addresses of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson and Franklin Roosevelt. Read by Orson Welles (Decca Records, Album No. A394).

## 10. Bibliography.

- a. *Educational Recordings for Classroom Use* (Dec. 1941) compiled by

Recordings Division  
American Council on Education  
819 Time and Life Building  
9 Rockefeller Plaza, New York

This is a compendium of all available recordings with the source and price.

- b. *Recordings for School Use: Catalogue of Appraisals*, by J. Robert Miles. World Book Company (\$1.40). This catalogue contains a comprehensive listing and appraisals of commercially available educational recordings. It presents the findings of classroom tryouts.

- c. *Audio-Visual Methods in Teaching*—Edgar Dale, New York Dryden, 1946 (\$4.25).

A review in the February, 1947, issue of *Social Education* describes this volume as "far and away the best book ever written in the field of audio-visual materials and methods."



**CONCLUSION.** Although this is by no means an exhaustive survey of the entire field, one conclusion is inevitable. Here is an aid movie and the film strip in adding valuable variety to our teaching. Here is a device which enables us to present to our students dramatizations of important events, recitations of great speeches that made history and the songs and music that bring to life the spirit of the past. This aid to teaching has all the advantages of a good radio program with this additional feature—we can use it at our convenience and can replay those parts which deserve repetition. The only proficiency required for this technique is the skill of starting and stopping an ordinary phonograph.

ISIDORE STARR

Brooklyn Technical High School

### PSYCHOLOGICAL ASPECTS OF TEACHING ART

The psychology of teaching art is a twofold process; that of setting up an atmosphere of inspiration and readiness for creative activity, and that of reducing fear.

In the young child who has not yet had a chance to become inhibited, the first emphasis is the most important. In the adolescent or adult, too often we must first break down the restrictions of fear before creative activity is possible.

**STRANGLE-HOLD OF FEAR.** Why fear? Because, unfortunately, almost all of our art training in the schools up to the present day has stressed slavish imitation of nature as the goal of all art work. The very young are not disturbed by their non-photographic pictures. To them, these two lines and that blue shape represent a policeman, with which they are happily content. But in the adolescent, with his constantly sharpening critical faculty, his need to identify himself with the world in which he lives, he finds his achievement continually falling far short of the "truth to nature" goal which has been set for him. He cannot abide these continuing disappointments and finally builds up a resistance to art. He finds that the majority of his colleagues have similar reactions. Very soon, they all adopt the "Oh, I can't draw a straight line" attitude. Have you ever noticed that those who say this, adolescents and adults alike, say it with a kind of pride? They are the majority. The person who likes to draw is looked upon as talented but queer.

Now, while it is true that not everyone can be an artist, everyone

### TEACHING ART

can be trained to express himself, to communicate himself through art.

**AN INTRODUCTION.** The following introduction to the term's work might serve to help break the strangle-hold of the fear of art in a class of typical, not especially gifted, adolescents.

Anyone can draw. Anyone who can write can draw. If you can write the letter o, you can draw an orange, or an apple. It took you many years of hard work to learn to write. You cannot expect to be able to draw well the first time you try, or the second, or the tenth.

Before man wrote, he drew. Written language developed from picture writing. The cave man drew to express his idea of life and nature. Art is a means of communication of ideas, as are speech and the written word. Not everyone can be an artist, just as not everyone can be a poet or novelist. But with the proper will to do, plus some work, anyone can learn foreign languages, geometry, the sciences—certainly have enough intelligence to learn to draw. Saying, "Oh, I can't draw," is saying, "I don't want to bother." If you mean that, have the honesty to say it. Only remember that once you really didn't want to bother to learn your multiplication tables or your spelling.

If you think it may be nice to be able to draw a little, go along with the teacher. Try your best. Remember, you are not being marked on how "real" your work looks. If what you have done represents your best answer to the problem, that is all that will be asked of you.

**PROBLEMS THAT STIMULATE.** Of course, it is essential to choose problems which are closely related to the student's experiences. He will work passionately on a model airplane or landing field, or she, on decorating a doll-sized room, or costuming a figure. Whenever possible, and that is most of the time, all problems should stem from the student's interests. How much more meaningful such work is to the child than planning a decoration for a vase (which he will never carry out on a vase), or a tile pattern (when he may never have seen a tile).

Where preliminary problems are necessary, as in color and design (see the new art syllabus for 9A), these problems should be short in duration. They should, as soon as possible, be applied in some living way, as in interior decoration, costume design, window or bulletin-board display. Only on the upper levels are students able to derive much benefit from a study of "pure" color and design. On the junior high and the lower high school levels, such problems would most likely result in student boredom, and such statements as, "Oh, we just make designs all the time." Not only is it



the art teacher's aim for her students to learn new ways of expressing themselves, and finding joy in doing so, but also and always to try to build in her students an appreciation of good judgment and taste in relation to their environment. To accomplish this end best, the art teacher must keep the problems meaningfully related to the lives of her students.

**THE FIRST JOB.** To build good taste, to provide new experiences through art, to inspire a creative atmosphere in the art room—how shall the art teacher begin her task? Above all, she must be an encourager. Her primary function is to provide the inspiration, the sympathy, the knowledge and the materials to the students. For every genuine effort on the part of the child, she must find some word of praise. This does not mean that the child's work is never to be criticized. But it does mean that the criticism must be given in a spirit of help, of "how to do it better." For the building of good taste, it is, of course, invaluable that the child learn how to become his own critic. However, more important than his being a critic, or even developing good taste, is that he should experience joy in the work he is doing. The more satisfaction he derives from his efforts, the more lasting will be the skills and ability he has been developing. If the art teacher should err at all, she should err on the side of praise. I have nothing but harsh words for the art teacher who believes it a cardinal sin to draw on a child's piece of work. Many times, one small bit of help, one stroke of the pencil may set the child to "seeing" his creation and start him off with assurance on some creatively daring project of his own. Naturally, there is danger here. The teacher must not permit certain children always to depend on her to start them going.

**PSYCHOLOGICAL ASPECTS.** It is now an accepted fact that, given the materials, the child finds drawing and painting natural activities. His art efforts can reveal the child to us, whether he is timid, bold, mentally retarded or exceptionally bright. Herbert Read, in his excellent book, *Education Through Art*, gives many case histories, analyzing the child through his paintings. For many students, art can provide a healthy and happy release for pent-up emotions and tensions. For others, it may be the one field in which they can take pleasure and really "let-go." For all, it should become an added means of communication.

## UNUSUAL RADIO LESSON

We art teachers have the job of re-creating, in our growing students, their early enthusiasm for all forms of art work. We have a lot of resistance and fear to overcome. Let's keep trying to remember that we are not concerned with turning out artists, art students, or even good art exhibits. We are concerned with building well adjusted and happy individuals, using art to this end.

Junior High School

HARRIET F. EISENBERG

## AN UNUSUAL RADIO LESSON

Occasionally it is the privilege of a supervisor to sit in on a class and see an excellent lesson. When such an event takes place, it is desirable to analyze the lesson and publicize what happened so that others teaching in the same field can have the benefit of experience. The lesson that follows illustrates a number of desirable characteristics that possibly can be adapted to suit the conditions in other schools. This report will be divided into three sections, namely, the teacher's lesson plan, the supervisor's analysis and the unusual features in the lesson.

**Aim:** To review and enlarge on the understanding of parallel resonant circuits.

**Motivation:**

1. Recall that audio amplifiers are less than one-half a standard receiver.
2. Function: to amplify audible frequencies after they have been obtained from the radiated waves by a demodulation process.
3. Reason: because the audio frequency signal is low.
4. If the incoming wave from the antenna is detected directly:
  - a. Poor signal to noise ratio results.
  - d. Distortion in certain types of detectors is present.
  - c. Poor selectivity results.
5. To remedy a, b, and c radio frequency amplifiers are used before detectors.
6. Most radio frequency amplifiers use resonant circuits, hence our need to understand them fully.

**Presentation:**

1. Draw a diagram of a simple tuned plate r-f amplifier.
2. Demonstrate the effects of tuning the amplifier; i.e., oscilloscope output, sound on a receiver and plate current meter.
3. Ask the class why the plate current rises and falls depending on the position of the capacitor.
4. Compare the amplitude of the wave on the oscilloscope and the value of the plate current reading and ask the class to explain.
5. Why does the output voltage vary?



6. Calculate the approximate frequency as obtained from the number of peaks on the scope.
7. Assume a value for capacitance and calculate the inductance and reactance of the coil.
8. Get the class to calculate the output impedance at frequencies on and off resonance.

**Conclusion:**

Parallel tuned circuits are used in plate circuits for (1) high impedance (2) selectivity (3) low IR drop; parallel impedance is infinite if R is zero; capacity reactance predominates at frequencies above resonant frequency while inductive reactance predominates below resonant frequency.

**Drill:**

Do similar problems using different resonant frequencies.

The summary and assignment have been omitted from this report since they are specific.

**A REVIEW LESSON.** The class had had alternating current theory and was familiar with the concepts of frequency, reactance and resonance as applied to low frequency power circuits. In a sense, then, the lesson was a review demonstration type lesson. What, then, makes this an unusual lesson? Review lessons all too often are merely a series of graded questions in which the teacher displays neither originality nor interest. Sometimes the questions are the same ones that were asked when the lesson was first given, the teacher hoping to catch some student who didn't remember the answers.

**A CHALLENGE.** The motivation in the foregoing lesson gave no hint to the students that they would be required to solve resonance problems—a job they probably dislike doing anyway. Instead a real challenge was presented to them when they observed that the plate current meter decreased as the trace on the oscilloscope increased. Repetition of the experiment proved that what they had observed was no optical illusion but had actually happened. Naturally this called for an explanation. When one student tried to explain the phenomenon away by simply giving it a name—tuning—the teacher called on the class to be more specific and refused to accept mere verbalization. Each step had to be understood. What did increasing the tuning control do? What effect did increasing the capacity have? These and similar thought provoking questions led naturally to the desire to know the frequency at which these conditions took place.

How easy it would be at this point to give the proper frequency. Instead, the teacher called attention to the scope and had them count the number of cycles on the screen and compute the frequency from the data. Several audible gasps were heard when the students realized the value of the frequencies they had been working with.

Under the circumstances the students were more than anxious to compute the values of the inductive reactance when the value of the capacity was given. Additional practical applications were made when the teacher pulled out a large reactance chart published by the General Radio Company and had the students compare their solutions with the published values on the chart. Finding the chart a handy way of checking their results the students cheerfully tried several problems to be sure that their computations were correct.

This lesson forcefully shows what an enterprising and alert teacher can do to make a usually difficult and tedious lesson alive. The careful planning, the unusual motivation, the use of instruments normally designed for other purposes were all integrated into a superb lesson that gave the students an insight into the practical applications of electrical computations.

ALEXANDER N. HESSE

Brooklyn Technical High School

**HONORS CLASS—AMERICAN HISTORY**

**HISTORY HONORS CLASS.** The comments which follow are the results of my experiences during the past year with an honors class in American history and world backgrounds. I carried this group through its entire year of study in that subject. There were thirty students in the class. They were selected on the basis of their IQ's along with their previous terms' marks in English and the social studies. Because of program difficulties, some students who should have been put into this group were not. Their places were taken by others who were of average IQ and achievement in the high school. However, there were only about six of these average students in the class. The rest consisted of superior students with IQ's ranging from 115 to 150 and marks in the 90's as far as English and social studies were concerned.

**PURPOSES.** One of the main purposes for which this class was formed was to prepare its members more fully for the state scholarship examinations given every May. These boys and girls were the best that Long Island City had, and, more than the others, should



be the ones to go on to college. However, this school's population is drawn mainly from a low income area of the city, and it often happened that many a bright student of ours who didn't win a scholarship couldn't start college for financial reasons. So we were going to try to do something for them. They were to be encouraged to take the state scholarship exams and were to be helped to prepare for them by means of this honors course in addition to other means. The chairmen of the art, music, mathematics, science, commercial, and English departments addressed the group at different intervals during the course, and gave them pointers in answering that part of the exam dealing with the particular subjects. During the last two weeks before the exams were given, I arranged after-school coaching sessions in the social studies. So we see that there was a direct, practical, functional use for this course from the viewpoint of most of the students involved.

Another purpose for which this class was organized was to prepare its members for college work, since most of them hoped to go on to college. Standards in the social studies approximating those of college levels were set for them. They were to be introduced to methods of research and investigation on college levels. In a word, this was an attempt at articulation—an attempt to bridge for them the gap between the methods and standards of the high school and those of the college.

**INDIVIDUAL RESEARCH.** We aimed to do this in several ways. The students were given a good measure of latitude in the classroom. They were given the opportunity to work in the school library for at least one period per week. In their work, I encouraged them to seek out and use original sources and documents as much as possible. During the course of each term, every student was encouraged to read as widely as possible in the period of history being studied. Each one handed in a book report, and each one participated in a collective investigation and report on a pertinent topic. The latter was either historical or of current interest. Some of the historical topics were studies of the Jacksonian era, the Reconstruction Period, U. S.-Latin American relations, etc., all with a slant toward the present. Others were of a more current nature, like an investigation into the present housing shortage, or the present high level of prices, or the atomic energy controversy between the U. S. and the Soviet Union. Usually three or four students would col-

laborate in the study and presentation of such a topic. Oral reports were arranged for presentation at times when the assigned work corresponded to the special topics chosen. The socialized atmosphere which developed when these reports were presented was of a highly significant nature. Among the other concomitant results were that these students learned to work with one another, to understand and help one another, and to value one another's opinions. During these discussions, one of the members of the committee presenting the report acted as class discussion leader.

**DRAMATIZATIONS.** Another feature of this class's activities was its frequent use of dramatization to help understand the topic being studied. For example, the Constitutional Convention of 1787 was dramatized, as was the Webster-Hayne debate, the organization of the UN at San Francisco, and other important historic occasions. The students liked this very much, and easily swung into the situation being portrayed. Since several of them were interested in dramatics anyway, this was a special opportunity for them. They organized, planned, directed, and participated in the incident being dramatized.

**"SHOCK TROOPS."** An indirect outcome of the organization of this class was that its students became the "shock troops," so to speak, of the school as far as interschool competitions and presentations were concerned. Whenever the school was entered in any contest, or needed to be represented at any local or regional conference of high school students, it was to the honors group that we turned. And this was only natural, for they were the best that our school possessed. So, when we received an invitation to enter a United Nations contest sponsored by a national organization interested in the UN, it was the honors class which entered the contest. And it wasn't too much of a surprise to this teacher when one member of the class won first prize for the borough of Queens. In a similar manner, they were called upon to represent the school at Foreign Policy Association meetings, and at a boro-wide intercultural relations meetings. Five of the group were chosen to present our school's radio program in the *What Makes History* series from station WNYC. The class also took over a school assembly program—a forum discussion on socialized medicine for the United States.

Within the group, I aimed to spread participation in the various activities mentioned above as widely as possible among its members.



the idea being that as many students as possible should benefit from the broadening experiences involved in these contests and meetings. Consequently, there were few times during the year when some of them were not preparing for a particular event. Near the end of their period of preparation, we took time out from our scheduled class work to preview their presentation, after which we offered comments and criticisms to improve their showing. So, when our school made a good showing at one of these conferences or contests, we felt that it was the whole honors class which was responsible for it, and not just the three or four students who had represented us at the event.

**CHARACTERISTICS OF THE GROUP.** In reviewing the work of these students, I noted several outstanding characteristics about them. First of all, I noticed that they were all deeply imbued with a feeling of responsibility. They were very much concerned with how much work they were doing at all times. Frequently they were comparing their work with that of the average American history class and, whenever they found that their assignments were not the same as the other classes, they became somewhat concerned. They didn't want "to fall behind" or "to leave out important work," even though they were doing more advanced work than the average class. This was especially true of them at the beginning of the term, when they were a bit overawed by the latitude given to them. However, as the term wore on, they began to see their way more clearly, and lost their worries about "covering work." For one thing, the results they achieved on their tests served to reassure them that they were more than "covering" the term's work.

Another thing which I noticed about them was their celerity in rising to the challenge of an interesting assignment. For example, when I asked for volunteers to investigate a strike at the Brewster Aircraft plant across the street from the school, almost the whole class responded. In this case, the group chose their own investigators from amongst themselves. Two of them easily obtained an interview with the local leaders of the union involved in this strike and reported back with a complete account of the union's side of the story. However, the other two students who attempted to get management's side of the quarrel, were not so fortunate. They were shunted around by the plant's officials to a minor personnel executive who told them that he didn't have much time for them, and

## THE POET DEDICATES HIMSELF

advised them to read the daily newspapers for his company's side of the story. The discussion of the elements involved in this particular strike was followed by a discussion of labor-management relations nationally. This was typical of the work they did.

I have already mentioned that they liked dramatization. They also liked the debate, the forum, the panel discussion and the round table conference as mediums for their work. The two artistically inclined students among the group did some excellent cartoons and illustrations of the topics studied. Almost all of them liked to hear me lecture to them, which I did whenever I had something special to offer. In fact, at the end of the year when they commented upon the work, most of them asked for more periods of lecturing.

**NO SNOBBISHNESS.** I was especially on the alert for symptoms of snobbishness or swelled heads among them, but I found nothing of the sort at any time. I ascribe this to the fact that in their other classes, they were among average students. Besides, they had made friends from among the latter during their first three years in school, and these friendships didn't end just because in one class John or Mary was in an honors group.

In their comments, most of them said that this course had been one of the outstanding features of their high school careers. One of them said she would remember this class long after her other memories of high school had dimmed. In my opinion, they were more than justified in thinking this way because of their achievements, their broadened interests, and their newly acquired skills.

In retrospect, I feel that this class added something extremely worthwhile to our school—namely, an opportunity to train our best material for leadership in the community and the larger arena of the state and nation. Most of our schools could pay more attention to training for leadership. The honors class is one of the best ways to do this.

DAVID PLATZKER

Long Island City High School

## THE POET DEDICATES HIMSELF

How many of us have learned to turn to our poets for comfort in an age of shrinking freedom and violent death? How many of our students have discovered that poets have written on subject matter other than love and nature—that poets have, in a spiritual sense, also been the guardians of man's freedom?



Like Prometheus, the poet has snatched the fire of freedom from Olympus and brought it to Earth for man. For as long a time as man has been aspiring toward liberty, the poet has been his guide and voice. It may have been this rebellious spirit, ever seeking to bring liberation to man, that influenced Plato to deny habitation to the poet in his model Republic. If so, the loss would have been the philosopher's as he would have excluded through the ages such defenders of man as Milton, Shelley, Whitman and Sandburg. The great poet has consistently dedicated himself to the people.

Inarticulate through ignorance, wearied by toil, deadened by oppression, common man has found his champion in the poet. With his prophetic vision, the poet loves and prizes all people. Sometimes crying in the wilderness, sometimes thundering in the multitude, the true poet has identified himself with mankind and dedicated himself to man's cause. From the folk, he draws his life-blood. Without them, he cannot live. Where the people have perished, the poet has perished. We have only to look at the degradation of culture in suppressed countries to recognize this truth. For this reason, the poet has been concerned in the maintenance of democracy and brotherhood for the people.

What is democracy? To the poet, it is as inclusive as life itself. It is everything that emancipates man. It is all those deeds that "appeal from tyranny to God." To the poet, democracy is a goddess at whose fires he kindles his muse. While the unfaithful have done her mere lip-service, the true singer has enlisted her aid in man's struggle against all types of enslavement. The toil-worn, the fugitive, the burdened, the outcast, the maimed, he has pitied and celebrated in his song. For these he has sought the succor of the goddess. Often the poet knew that he would receive naught for his pains. But neither scorn, nor prison, nor exile, stilled his ardent song of liberty. His eloquent pleas for justice should strengthen our own convictions when we must "swear to our own hurt" in the cause of freedom and brotherhood.

What is brotherhood? To the poet, it is the friendship Abraham showed wayfarers in the desert; the kindness Boaz showed Ruth in an alien land; it is the justice and mercy the prophets taught. It is that golden age of peace and equality that Isaiah predicted and that mankind has since yearned to achieve through a belief in democracy. Hence in approaching the study of intercultural relations (a

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learned term for the simpler term "brotherhood") we may very profitably begin with our poets.

*"For the great Idea, the idea of perfect and free individuals,  
For that, the bard walks in advance, leader of leaders,  
The attitude of him cheers up slaves and horrifies foreign despots.  
For the great Idea  
That, O my brethren, that is the mission of poets."*

If like Whitman, you would study the great Idea, appended is a list of poems that you may read and enjoy:

<i>Hear the Voice of the Bard</i> .....	William Blake
<i>The Poets</i> .....	Arthur O'Shaughnessy
<i>Why I Am a Liberal</i> .....	Robert Browning
<i>By Blue Ontario's Shore, Canto 14</i> .....	Walt Whitman
<i>A Consecration</i> .....	John Masefield
<i>France: An Ode</i> .....	Samuel Taylor Coleridge
<i>1811</i> .....	William Wordsworth
<i>The Poet</i> .....	Alfred Tennyson
<i>Childe Harold's Pilgrimage</i> .....	Lord Byron
<i>This Is True Liberty</i> .....	John Milton
<i>Stanzas on Freedom</i> .....	James Russell Lowell
<i>They Had No Poet</i> .....	Don Marquis
<i>Independence</i> .....	Henry David Thoreau
<i>Prayer</i> .....	Louis Untermeyer
<i>For Stephen Vincent Benet</i> .....	Robert Nathan
<i>Ballad of the Common Man</i> .....	Alfred Kreymborg
<i>My Country</i> .....	Russell W. Davenport
<i>I Think Continually of Those</i> .....	Stephen Spender
SARAH THORWALD STIEGLITZ                      Samuel J. Tilden High School	

## THE FOOD TRADER BUILDS UNITY

*The Food Trader* is a weekly mimeographed four-page school newspaper published under my supervision, and distributed without charge to the G.O. Membership at Food Trades Vocational High School in Manhattan. Since G.O. membership is 99+% (there are only a dozen non-members) in the school population of 700, the paper is read and taken home by practically every student in the school. On several quick trips through the schoolrooms at the end of a newspaper-distribution day, I noted an average of only a dozen copies left behind by students. The custodian verified this by stating that the school paper offered no "clean-up problem." Since the paper is distributed during the weekly extended home-room period (30 minutes), which would allow sufficient time for a complete reading, it is fair to assume that the papers are taken home to be shown to



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friends and members of the family. Thus it has a basic circulation beyond the 700 mark. Every attempt is made to perpetuate this take-home value by full publicity (names, names) to all student activities and by having a full page of student letters to the editor and a regular "inquiring reporter" column. In addition, there is no regular staff, and during the course of the term no fewer than 100 students (1/7 of the school) have had signed articles published.

**BROAD APPEAL.** The paper, therefore, has a broad student appeal and a take-home quality which ideally fit it for a role in promoting good-will from a radiating focus of the school's body. The major "groups" within the school are the Italian-American Catholic group and the Negro group, which together form practically the entire student body.

**INTERCULTURAL EMPHASIS.** In the first issue of the *Food Trader*, the following material appeared:

1. A feature editorial on Negro History Week.
2. A 10 item quiz on the Negro in history, answers to which were taken up in social studies classes.
3. A column called "Antidote," featuring "Poison" statements of bigotry and ignorance, broken down by "Antidote," the scientific answers to such drivel. Three specific "Poisons" were broken down:
  - (a) "Mental inferiority of Negroes,"
  - (b) "The Jewish race,"
  - (c) "Cowardice of Italians."

It is interesting to note that these were taken in both social studies and science classes. Several Negro students asked for additional copies after reading of the Army Intelligence Scores of Northern Negroes as compared with lower scores made by Southern Whites. Only one student questioned the practical value of this type of information. He was a Negro vet, who changed his mind upon being shown a commendatory letter written to the paper by the N.A.A.C.P. This veteran's attitude was, originally, that there was no discrimination within the school itself and hence unpleasant matters should not be discussed. Subsequently, when race-prejudice broke out in the form of anti-Negro violence in the neighborhood of

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the school (Greenwich Village), this student again admitted he had had an incorrect attitude towards the entire question of education for tolerance.

In the second number of the *Food Trader*, there was an announcement of a free course in Negro history, for students and parents, offered by the Student's Literary and Debating League of Brooklyn at the Stuyvesant Community Center, in the Bedford-Stuyvesant section. There was also a full report of the Student Brotherhood-Week Assembly. In the letters-to-the-editor section, one student appealed for funds for Sydenham Hospital. Another wrote, urging abolition of the poll tax, while a third wrote, telling of a pen-pal friendship with a student of another religion in another country. These constituted 1/3 of the letters in that issue, the others being concerned with G.O. needs, comments on courses, the Atom Bomb, and other schools.

Number 3 featured an editorial on the Negro's role in American greatness.

Number 4 had a feature story on the St. Patrick's Day school pageant and a reprint of a letter of commendation from Julia E. Baxter of the N.A.A.C.P.'s Division of Research and Information. One of the nine letters to the editor was an appeal for true brotherhood, signed by the school's outstanding disciplinary problem.

Number 5 featured an editorial quoting Barney Ross, Marine hero and former boxing champion, on the meaning of brotherhood from the foxhole viewpoint. Of the four letters to the editor, one berated unequal rights in the South, while another painted a glowing picture of the melting-pot virtues of America. The "Antidote" column reappeared, with a letter by a Jewish student who wanted the answer to "cracks about the Jews running the country because they own all the banks and industries." The information in *Fortune Magazine's* historic survey was given to him and the other students in understandable terms. An additional column, "Did You Know?" gave various odds and ends generally tending to further feeling of unity. These "fillers" told about the four chaplains of different faiths who went down together to their death, when the "Dorchester" sank, and of the four basic types of blood. Tending to break down preconceived notions were stories of the two outstanding philanthropists, "Scottish" Andrew Carnegie and Jewish Julius Rosenwald. There were also items on a Negro synagogue and a Jewish member of the Irish Parliament. Mentioned also was sports-writer Jimmy Cannon's



famous tribute to Joe Louis: "He's a credit to his race—the human race."

Number 6 featured an editorial, "Know Your Religion," in which the student appealed for understanding of religious ceremonies and attacked racial and religious stereotypes.

Number 7 had an editorial on "Education for Unity," by the G.O. president. Of the six letters to the editor, one asked for celebration of Brotherhood Week every week while another lambasted certain newspapers' treatment of minority groups. A short filler was a quotation of Franklin D. Roosevelt's on those who seek to set religion against religion and race against race.

Number 8 featured an interview with Cab Calloway which, in addition to mere jive talk, made mention of Cab's opinion that Paul Robeson and Frank Sinatra are important as fighters for democracy, not only as singers. One of the two editorials praised Branch Rickey, president of the Brooklyn Dodgers, on his receipt of the Benny Leonard Memorial Award for promoting good will in sports. One of the letters to the editor was a proposal that Ellis Arnall be nominated for the Presidency on the basis of "trying to better conditions for minority groups."

The ninth issue featured an editorial by Frank Sinatra, a reprint of his statements in the June, 1945, *American Unity*. Among the letters to the editor were four from foreign students in England, Ireland, and Scotland (including one from an Irish Jew). This was used in many English classes as a motivating device for teaching the friendly letter, and many students mailed their "pen-pal" responses overseas. Other letters included one praising the Dodgers for giving Negro Robinson a chance and pioneering the end of Jim Crow in big-league baseball, a request for a foreign-language club, and a letter disputing a previous contributor's praise of Ellis Arnall, because "he has not done anything to open up the Georgia polls to the Negro."

Included in the tenth and final issue were six additional pen-pal requests from foreign students, interviews with Hazel Scott and Norman Granz, organizer of the inter-racial "Jazz at the Philharmonic," a story by a refugee lad on the Booker T. Washington memorial half-dollar, and a letter labelling prejudice as a disease. Since this was a twelve-page issue, the space given to these items was not disproportionate.

## COOPERATIVE IN ACTION

PRINCIPLES. Publication policy throughout the term included the following principles:

1. A maximum of  $\frac{1}{3}$  of space available per issue for intercultural items. In most of the issues not more than 25% of total space was actually used for this purpose.
2. Steady, regular inclusion of intercultural items, with incidental approach as well as direct presentation.
3. Items *not* to be the work of a regular staff. A systematic solicitation of items was made from all classes in the school, with special encouragement of items by "non-literary" students, the poor scholars, the low I.Q.'s, and the disciplinary cases.

Perhaps the most satisfying commentary on general student-interest in this publication, with its stress on improvement of human relations, is that G.O. membership (the only prerequisite for a full subscription) jumped 200 within the week following the publication of the first issue. The principal, incidentally, praised the issue highly in a letter which was not printed because of lack of space.

During an "invasion" of the school grounds by anti-Negro hoodlums there was no fighting, chiefly because our white students stood by our Negro students and refused to be taken in by appeals to prejudice. I am very happy indeed that the *Food Trader* played its part in building up this feeling of unity.

NORMAN RUBINSTEIN

Food Trades Vocational High School

## A HIGH SCHOOL OFF-CAMPUS COOPERATIVE IN ACTION

Just as the weavers of Rochdale banded together to better their economic conditions, so a group of teen-age youngsters joined to satisfy a felt need. Students at the High School of Music and Art were constantly asking, "Where can I buy a manuscript notebook for theory?" "I'm out of rosin—where can I get it in a hurry?" "My reed is broken; I haven't any time to go downtown. Where can I purchase one?" "Gee whiz! I need a Regents' Book. Do you know where I can get one cheap?" "I'm out of drawing pads and I need it in a hurry—is there a place around here that I can get it?" "I need a kneaded eraser—and there's no art supply store in my neighborhood. Too bad we haven't a school store." Such comments were heard most often—but little was done to satisfy the pupil needs.

"WHY CAN'T WE?" In the Spring of 1941 the Social Studies Club of the school listened to a talk by one of the faculty, Mr. August Gold, on "Cooperatives." The discussion period elicited



questions as to "why can't we have one?" The students wanted to learn more about co-ops; so Mr. Gold returned at subsequent meetings. A Co-op Committee was appointed. The members of this committee met several times a week discussing the nature of co-operatives. Finally, its members suggested the advisability of forming a school cooperative club. The new club had the endorsement of its parent organization, the Social Studies Club. For many of its members desired a greater understanding and knowledge of co-operatives, and they also desired to concentrate on social, economic, cultural and political questions—a job not easily accomplished if the Co-op Committee existed as a part of the Social Studies Club. Hence, in the fall of 1941 there came into existence the Co-op Club, with Mr. August Gold as its faculty adviser, and with many of its student members of the Social Studies Club.

For several terms the Co-op Club learned about co-ops through discussions and actual visits to the consumer cooperatives in the city and to the Eastern Cooperative Wholesale. Finally, in the spring of 1943, the students felt that they knew a good deal about co-ops. They desired action. They were tired of being passive—they now wanted to be active participants. They had their need for art and music supplies. They now craved satisfaction in actually securing and participating in the acquisition of such supplies; and in the sale of such commodities to their fellow students.

**NO SCHOOL SPONSORSHIP.** A committee from the Co-op Club saw the administrator of the school about the advisability of organizing a co-op store in the school. After a series of meetings with the school administration, the decision was made that such a store could not be sponsored by the school because of limitations of administrative allowances. This is a budgetary factor outside local school control. The boys and girls were undaunted in their enthusiasm and their zeal to create a cooperative store. The clamor for a store of their own where they could conveniently buy art, music and school supplies grew. They started looking for a location outside school. They soon found a small store at 493 West 135th Street. It was about a block from the school. The immediate neighborhood had no stationery or student supply stores—so this store was ideally accessible to the students.

**LOG-CABIN SIMPLICITY.** The store was located in the basement of an old tenement house. The empty store was old and dirty. It

## COOPERATIVE IN ACTION

had, and still has, no electricity, but that didn't discourage the teenagers.

The store was rented for \$20.00 a month. Ann Wilcox\*, who was then Co-op president, and Joan Zilbach, arranged for the members to reconvert the wreck of a store. It was to be opened the first week in October, 1943. For three weeks prior to the grand opening the youngsters raced there at the close of their school day, donned dungarees, old flannel shirts and smocks in the privacy of the two-by-four bathroom, commonly known as the "Office," and scrubbed, plastered and painted.

In a few weeks the filthy mess of six inches of dust, rot, crumbled walls and faulty floor ceased to exist. The glamorous-looking boys and girls in their jeans and baggy shirts, aprons and dust caps and fatigues transformed the store. The place was painted with cold water paint—the kind that comes in a thick gelatinous mass, and which has to have the water kneaded in by hand. The walls were plastered, and the floor was mopped, scrubbed and scoured. The windows also had to be scrubbed, and every day, too, because it was at this time that the neighborhood children began to get interested. They did their "darndest" to hinder the co-oppers by throwing mud at the windows, paper and dirt through the door. They would also walk right in and establish a "beach-head" in the middle of the room, throwing around their marbles, model airplanes, dogs—and each other. This new store was an event to the neighborhood kids, who resided mostly in tenements. These under-privileged youngsters wanted to mingle with the oldsters from the high school—but they just didn't know how to behave or to mingle with the more advanced youth. As for the co-oppers, they were divided into two groups—those who wanted to throw them out by brute force (after they saw that reasoning with them didn't work), and those who "still believed in child psychology." They compromised. They combined the two "psychologies"—and got nowhere. It wasn't until many months later, after they had been actively functioning as a store, plus the kids as permanent fixtures, that they finally converted a few of the older boys and had them helping the high school co-oppers in controlling their younger brothers and sisters. Even after this the store

\* Ann is now a Senior at Smith College and was the leading spirit in organizing a stock market trading co-op at Smith. This unique college venture in securities trading has received much publicity.



lock was stopped up twice, and in the winter snowballs were on occasion thrown in through the transom. Today the difficulty has been lessened, for the high school girls discovered that if they got the little five, six and seven year olds and read or told them stories about Bambi and Cinderella, they would have the little ones cooperating with them. And so, while customers are buying, it is not unusual to see clustered around Sally some ten tots listening to their favorite stories.

The boys and girls constructed a temporary counter out of orange crates, and arranged their various pieces of "furniture," such as salvaged wood, a glass-covered bookcase for displays, which was donated by a teacher, a three-legged table, and a battered bulletin board.

**SHARES AND FINANCES.** At the same time the youngsters were selling 25 cent shares to students, graduates, teachers, parents and friends. After a sizable amount was collected a hastily formed committee went scouting the city for art, music and school supplies. They didn't know exactly what to get, nor did they have enough money to buy a large amount of stock—so at the time they were open for business the shelves were rather bare.

The students thought some items would be most popular, and as a result of not knowing how much to get in the case of several items, there are still a hundred or so unsold rolls of music tape and several dozen little blocks of 'cello rosin wrapped in kelly green felt folders.

The opening of the Co-op store was publicized by word of mouth and by mimeographed throwaways. The grand opening had a good turnout. The students like the idea of having a "supply station" so near school, and started giving the Co-op suggestions for merchandise. The Co-op salesmen became adept at their jobs, and when they went out as buyers for the Co-op they got to know where to get the "bestest for the leastest." The Co-op store soon added "extra-curricular" items such as candies, cookies, M&A (Music and Art) pins and banners. At holiday time they sold Christmas and Easter cards and trinkets which had been made by art student Co-op members. The furniture became more elegant. They constructed a more substantial counter and painted it a bright green. Someone found a "mangy" bulletin board with lists of sales help and places for customers to put stock suggestions. One of the teachers "dug out" a

"swell glass-enclosed bookcase" which was ideal for displays; and the interior decorating staff fixed up window displays. The words **STUDENT SUPPLY CO-OP** were lettered on one window along with the pine tree co-op symbol.

They ordered, too, lots of co-op pamphlets for distribution to customers; and they bought a "load of books" on co-ops—*The People's Business* by Joshua Bulles—which were sold at 60¢. One of the boys donated his collection of some 200 slightly worn 25¢ pocketbooks, which were sold for 10¢ or 15¢ a piece. They also sold new and used Regents Review books—which were some of the "hottest" sales items.

**STILL NO RECOGNITION.** The students still persist in attempting to have the Co-op recognized by the school administration. They tried to convince the school authorities that the Co-op store is beneficial to the school body politic, but they have made little progress. However, there is a general acceptance of the fact that the students did gain a great deal of experience by organizing and running the Co-op—but the matter has not yet been resolved. At present, the Parents Association is interested. A committee from the school P.T.A. visited the Co-op, and out of the visit the parents bought \$100 worth of shares. The Parents Association is now pressing for recognition of the Co-op as a school-sponsored program.

**MORE FINANCES.** In order to raise additional funds other than the sale of shares at 25¢ per share, or through the returns from sales, the students hold occasional square dances. These functions are very popular, and teen-age co-oppers have a wonderful time at these affairs, which are held at different churches and community centers in New York City. The small admission price and the sales from refreshments enrich the Co-op store somewhat. The band and the entertainment are furnished by the music student Co-op members. The Co-op store is run by a Board of Directors. Their officers are the President, Treasurer, Secretary and Educational Director. In addition, there are on the Board the buyers of school supplies, Regents books, music supplies, art supplies; the SCO-OP and publicity director; maintenance manager; and rebates manager.

Membership in the Co-op is based on the Rochdale principles of free and open membership; one vote per member. Also, goods are



sold at market prices. Patronage dividends are in proportion to what the person buys (the surplus is re-invested); and a general membership meeting is held at the end of the term.

In the three years of operation no patronage dividends have been declared. "The 25¢ per share but one vote per person" has 670 stockholders, of whom close to 400 are in school. The stockholders are the students, graduates, teachers, parents and Parents Association, friends and relatives. They have paid over \$600 in rent. Business activity fluctuates. Sales are heavy at the beginning of the term, during mid-term exams, and at the end of the term. However, it averages about \$5.00 per day—and this Co-op store is probably unique in that it is open for only about one hour per day after school—for its sales force and buyers are in school during most of the day.

At present they have about \$300 in bills. They possess about \$400 in stock. They pay the City sales taxes. They have liability insurance up to \$10,000 with a Farmers Mutual Co-op.

**DEMOCRACY IN ACTION.** The membership is open; the control is democratic. The store is too small for a general membership meeting, so meetings are held in the Episcopal Orphanage around the corner from the Co-op. The Board of Directors appoints a sales staff for the term; each term a new staff is appointed with an overlapping of some of the old—thus providing for continuity and experience for each. The store maintenance manager is responsible for the general over-all functions. The Board of Directors meet weekly in the store. The teacher, Mr. August Gold, stays in the background, never interfering, but always around for advice and suggestions. He and other teachers are ready to offer guidance and assistance as individuals since they don't do it as school-sponsored advisers in view of the official non-recognition policy of this off-campus Co-op.

Students elsewhere have heard about the Co-op, and student visitors from Bronx Science and Stuyvesant High School have revisited this only public high school off-campus, non-officially recognized co-op. They were interested in forming co-ops in their own school. They felt that theirs would be recognized, and would be able to obtain quarters within the confines of their school buildings.

These student exchanges of information are valuable in their social relationships and in promoting cooperative information, edu-

## COOPERATIVE IN ACTION

cation and inquiry.

The Music and Arters receive the *Campus Co-op Newsletter*, and are in touch with the movement for a Federation of Campus Co-ops initiated through the Cooperative League of the U. S. A. Although there are a number of campus and student co-ops in New York City, they are all operated by folks above the high school age—and none by a public high school.

The Music and Arters are an energetic group. They wrote letters to the Eastern Cooperative League seeking to form a Federation of Youth Co-ops in New York City. Their educational and publicity committee issues a mimeographed publication called *SCO-OP* (standing for *School Co-op*). Through the Co-op Club in school, which is distinct from the store, moving pictures such as *Here is Tomorrow*, *Let's Co-operate*, *Traveling the Middle Way in Sweden* and *Planning a Safer World*, have been shown. Outside visiting lecturers are ever coming to the Co-op Club; and its members make visits to the co-ops in the New York City area.

Within the school courses of study, co-ops are studied in social studies classes—but the dynamics of cooperative education unfold in the everyday workings of the Co-op store, and in the activities of the Co-op Club.

The boys and girls are intelligently living and working together in a common enterprise. They are cooperatively and democratically planning and solving their problems. They are alert, possess initiative, and have an awareness of what's going on around them. Their activities are constructive and very meaningful to them. They have survived periods of shortages of goods and rising prices. They have persisted and persevered in spite of obstacles and impediments placed in their way.

In this age when much is being written about juvenile delinquency and the lack of initiative and responsibility of our youth, these teen-agers have demonstrated that they can work together as a team; that they can have work experience as a part of their education; that they are alert to new trends in the social and economic structure. It has been "inch-by-inch going" on their own. Is it not well to seize upon their interests, recognize their business officially—and sanction such enterprises elsewhere? These young girls and boys are showing that our American youth can organize and sponsor constructive, democratic group living.

BENJAMIN ROWE

High School of Music and Art



## "CURRENT" EDUCATION

"Readin', writin', and 'rithmetic, taught to the tune of a hick'ry stick" may have been the fustigating methodology in earlier school days, but in today's classrooms the switch plays a different role. Nowadays, when we flip the switch, we have current—electric current, that is—stimulating the lesson.

Enumerating the electrically-activated aids now in use or available for educational purposes, especially in music classes, may serve a two-fold purpose: for those departments considering the purchase of new equipment, it may define a selection; for those already possessing the particular device, a new use may be indicated.

**PHONOGRAPHS.** From the days of the hand-wound machine, the phonograph has held a prime place in music education. For music teachers, the phonograph permits the presentation of a wide variety of selections. That, many of us do. But how many use records prepared especially to provide full orchestral accompaniments to standard songs, thereby giving the general music classes an enhanced vocal experience? Then, too, for motivating individual practice, the use of chamber music so recorded that the missing part may be added by a student instrumentalist while the other parts emanate from the phonograph is of inestimable value. Both types of special recordings have been successfully introduced into required and elective classes at Forest Hills and the recommendation is made to other schools.

Only one or two city high schools are so fortunate as to have multiple listening devices as a part of the school's music library facilities although the earphone contrivance is fairly common in colleges and conservatories. The addition of a practical item of this nature should prove a spur to individual progress in music appreciation and in conducting classes.

**PROJECTORS.** Projectors are established assets. Song slides and illustrative material certainly are integral factors in music classes and assemblies. Have you experimented with frosted-glass slides for specially adapted material in vocal or instrumental classes or in the appreciation classes in lieu of a blackboard example? Much time is saved and the slide does seem to focus the attention of the whole class. Projectors that flash the entire page of printed or manuscript matter on the screen extend the range of available material since the task of preparing the slide is eliminated.

## "CURRENT" EDUCATION

**RADIO.** The radio is another handmaiden in current practice. Damrosch, et al, need not be explained. Radio contributes a great deal when it provides the opportunity for a class to follow the respective scores while listening to professional renditions of selections being prepared for performance. The radio is an omnipresent factor in school and in home listening.

It is in the field of television that new possibilities in music education may be foreseen. For music appreciation, the opportunity is fairly obvious; in instrumental music, a new technique is at the threshold. Imagine a master lesson televised by an instrumental supervisor being received in the schools of a district where pupils have been prepared by the local instrumental teacher, who would also make the follow-up visit. Crude beginnings have been made in regular broadcasts; perhaps the switch of a television set will bring an instrumental teaching program to hitherto neglected school areas.

**FILMS.** Sound pictures have been so widely used that most teachers already have had opportunities to arrive at their own evaluations. The number of pictures intended for music education must be increased. In addition, the material filmed must be more satisfactory in quality and in grading. In this connection, it is encouraging to note that professional organizations throughout the country have made valuable suggestions to the producers of education films. Much use may be expected of new and better films.

A project now on the books at Forest Hills calls for the visual recording of the process of instrumental instruction from the time the student signs the application to culminating membership in a senior concert organization. Such a digest of the progress plan would highlight the semiannual canvass for new instrumental prospects.

Of value to many of us, the film record of marching band performances provides a practical teaching aid. The members of the band are made more conscious of their own responsibilities by seeing themselves as the spectators see them. Corrections are vivified and, as later pictures indicate improvement, a measure of pride is instilled.

**RECORDERS.** An electronic device which readily proved its value is the recording machine. The preparation for a record, the actual recording, and the critical attention to the play-back construct a more concentrated lesson in proper attitudes and appreciations than is usually encountered. We have found it a distinct teaching aid in



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required music classes as well as in the elective groups. Whether the recording is made on a disc or on a wire, its value is beyond the opportunity for description here.

**P-A SYSTEMS.** If your school has a public address system with interclass connections, why not use it for special performances from the auditorium during a holiday season to let the spirit of music flood the entire building or for focusing attention on music by means of a special program? Such an outlet, by the flip of a switch, helps to reinforce the reputation of the music department as one of the "live-wires" in the school. Some may stress the exploratory and prevocational training values of these microphonic activities, but the true music educator will consider the musical values paramount.

Good use of the P-A system in Forest Hills was made during an intraschool choral contest-festival. One division of the school was in the auditorium while the two remaining divisions listened to the speakers in the homerooms. The school-within-a-school rivalry was keen, and close attention was paid to the performances of the competing choral representatives.

**EXPERIMENT.** Purists may regard the next suggestion as a perversion, though, in contradiction, we say that the time may come when most music performance will be created electronically. Recently, in a selection which had important parts written for strings in unison, the sweeping effect would have been lessened considerably had the parts been left to the instruments of inferior tone quality found in any high school orchestra. As an experiment, a special part for solovox was added, great care being given the selection of stops. When professional musicians in the audience, unaware of the electronic bolstering, commented on the "full string tone," the experiment was marked a success and one replete with possibilities.

**TUNING.** Just another reference to show that the "switch" is there to help.

Directors of musical groups must constantly attend to the correctness of the pitch or else find their best efforts nullified by out-of-tuneness. Here again, a "current" practice may be invoked. Major symphonic organizations have found the Pickering tuning standard or the Conn stroboscope of supreme importance whenever the ensemble performs, be it in rehearsal or concert. What a boon it would

## **SPEECH ASSEMBLIES**

be to have an opeidoscopic indicator in every school; and to insist on attention thereto!

**CONCLUSION.** Many of the aids mentioned are undoubtedly in general use. This collation, however, may suggest other uses. Any device that vitalizes teaching techniques is a device worthwhile.

An instrument to measure the movements of listeners at musical events—to determine the extent of their boredom, if any—was recently suggested at a sound symposium at the University of Utah. If we are now to measure, rather than induce, the squirm of the stern, the "switch" is indeed playing a new role in education.

WILBUR H. N. HAMJE

Forest Hills High School

## **SPEECH ASSEMBLIES IN THE VOCATIONAL HIGH SCHOOL**

Assemblies are a vital part of the curriculum and particularly of the speech curriculum. However, unless the assembly program is interestingly and excitingly prepared and presented, the student dreads assembly day instead of eagerly anticipating it. The school must, of necessity, compete with the world of entertainment—the radio and movies. I am not, by the farthest stretch of the imagination, expecting to put the show world out of business. But I am suggesting that we learn from the entertainment world and glamorize our assemblies.

The following are a few suggestions for the speech teacher in planning her assembly programs for the term. In the main, there are two chief categories under which assembly programs can be grouped; (1) the students play a leading active part as participants in the assembly; and (2) the students take part only by listening.

**STUDENT PARTICIPATION.** The student participation programs include the presentation of plays, forums, quiz shows, G.O. assemblies, choral readings and oral readings (for example, declamation contest). Wherever there is a speech arts class the teacher can make the presentation of a radio or stage play the high point of the term's work. Such plays can be organized and presented by the students who have learned the necessary techniques in the classroom. Plays by Norman Corwin, Arch Oboler, Morton Wishengrad and Norman Rosten can be explored and adapted for school use. Latent student abilities can be further discovered by having them



write their own scripts. Materials for these scripts can be selected from student experiences. All the abilities and knowledge learned in the classroom can be effectively used in presenting a play—use of voice, good diction, acting, directing, script writing, building their own sound effects, adapting effective music. Here is an excellent opportunity for working with the music department.

**THE FORUM.** Another type of program which the students can prepare and plan is the *Forum*. This can be the "Town Hall Meeting" of the school. Here a knowledge of parliamentary procedure for students conducting the program is a must. In presenting this "Town Hall Meeting" both the speech and the social studies department can cooperate. To make the program current and interesting, the social studies department can help select a topic and provide research facilities. The speech department works with students on parliamentary procedure, diction, outlining, presentation of material, delivery, poise and microphone techniques. These programs are particularly valuable because they make possible a wider group participation through the questioning period.

**QUIZ SHOW.** Still another type of program in which the students can take part is the *Quiz Show*. The quiz show makes possible the integration of all the departments in the school with the entire assembly participating. One type of quiz show can be worked out the following way. The speech teacher can ask the chairman of each department for a series of general questions dealing with his subject to be handed in within a week. These questions are then sorted by a student committee into the following categories: music, literature, history, sports. (This group of students is highly selected and can be trusted not to divulge any questions.) Then a student chairman is chosen who acts as quiz master à la Phil Baker. There are two possible methods for choosing the contestants. One method is to give a number on a card to each student as he enters the auditorium. Duplicates of these numbers are placed in a huge bowl. A student from the audience is asked to come up and draw the lucky numbers. A second method for selecting the contestants is to permit volunteers from the audience to come to the platform. The "M.C." then asks the questions. The program is conducted in a fashion similar to that of the Phil Baker or Bob Hawk show. The prizes can be provided by the G.O. and may range from books to baseball bats.

**G.O. ASSEMBLY.** The G.O. assembly, of course, should be student inspired and student directed. The G.O. president introduces the candidates for the several G.O. offices. And each candidate has to convince the audience that he is the right person for the job. The speech teacher can edit the speeches and train the students in public speaking.

**CHORAL READING.** Still another type of assembly program which the speech department can prepare is the choral reading program. Here the speech teacher can select a limited number of students to read in chorus. Such selections as *The Congo*, *My True Love Lives Over the Mountain*, *Drum Dance*, etc., are very effective. "Speaking in groups requires the lively cooperation of all who participate. It provides excellent training in the use of voice, for the speaker must learn to articulate precisely to vary his tones and to develop the natural range of his voice."\*

**ORAL INTERPRETATION.** The oral reading program can provide another unusual type of assembly. A series of students can read poetry or prose selections based upon one theme. The student learns to interpret the author's thoughts and purposes completely. He must learn to enrich the bare words by skillful use of inflection, pauses, stresses, variations and gestures.

**STUDENT LISTENERS.** The second main category of assemblies which the speech department can sponsor stresses outside agencies. During such a program the student is participating as a listener where he has a chance to exercise the criteria for judgment developed in the speech class.

**FILMS.** It is possible to procure a film for such an assembly from one of several agencies such as the central branch of the Y.M.C.A. in Manhattan and various private companies like Brandon Films in New York City. In addition, there are business firms that are only too glad to furnish films on request—Richard Hudnut, U. S. Steel, etc. It is also possible to obtain films from a school film center. These films can be used to motivate curricular activities, or they can

\* *Speech—A High School Course*—Sarett—Foster—McBurney p. 385.



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be used as an application step. Or they can be used for further enrichment of the curriculum.

**GUESTS.** Assembly programs that can be especially fascinating to adolescent youngsters are those to which well-known personalities are invited. The National Broadcasting Company is particularly cooperative in furnishing guest speakers. Ben Grauer and Doris Corwith are just two of the fine speakers who will discuss the mysteries and intricacies of radio intelligently.

There are certain theatre groups—anxious to increase and widen their audience appeal—that are glad to present short plays or excerpts from well-known longer plays. Such groups are the *American Theatre Wing* and the *American Repertory Theatre*.

Presenting an interesting assembly program is a challenge to those responsible for it. Through the worthwhile and well-planned assembly program, not only is the curriculum enriched but the student becomes a better citizen, learns the importance of group activity and is inspired to a better use of his leisure time.

MARY A. NATKIN

Chelsea Vocational High School



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Books concerned with educational matters may be sent for review to Mr. A. H. Lass, Fort Hamilton High School, Shore Road and Eighty-third Street, Brooklyn, New York. School textbooks will not be reviewed.  
The columns of HIGH POINTS are open to all teachers, supervising and administrative officers of the junior and senior high schools. Manuscripts not accepted for publication are not returned to contributors unless return is requested. All contributions should be typewritten, double spaced, on paper 8½" by 11". They may be given to the school representatives or sent directly to the editor.



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## The School-Museum Program

CHARLES E. SLATKIN\*

Descriptions of New York, as Russell Maloney would say, are already crawling with superlatives. But most will agree that in respect to cultural resources New York City schools are situated in possibly the richest community in the world. This is particularly true with regard to the visual arts, for here is a greater concentration of world-famous art and literary treasures, more practicing craftsmen, more acres of gallery and museum displays than in any comparable area in either hemisphere. And this matchless stuff of "curriculum enrichment" is set in the middle of the world's largest educational plant, an assortment of nearly a thousand school structures nurturing a million and more future New Yorkers. If it were possible to combine these two superlatives, what might one not expect?

CONTACTS. Actually the institutional colossi, cultural and scholastic, have not been strangers. In the early decades of the century, solitary teachers and scholars invited to the Metropolitan Museum extolled "the aesthetic way of life," and argued for a "broadening of the apperceptive horizons of the young." For the ensuing quarter of a century curriculum and museum conferences fostered an impressive array of statistics, a mounting stockpile of mimeographed and printed reports, "pilot lights" and "reconnaissance surveys." Finally came the occasional skirmishes of individual class groups infiltrating to factories, harbors, museums and historic centers. By the early twenties the deed was done; before the outbreak of the war, clear paths were being trodden between some of the schools and a half dozen of the city's fourscore cultural and "enrichment" agencies. Those teachers who came and noted the astonished delight of the young were resolved to come again. For the experience clearly provided a shared adventure that lighted and lightened the way of the semester's activities.

UNEXPLORED POSSIBILITIES. Yet despite its antiquity, the idea remained quite new, its real possibilities largely untried and unexploited. For one thing we were suffering a hangover from that era of rugged pioneering when "culture" was considered something sissified, intended to occupy the leisure hours of idlers, when museums were mausoleums where old men came and sat, practising for

\* Coordinator of School-Museum Program.



the grave. As a result, for a major portion of the school population most of these neighborhood treasures continued to be as remote and unknown as they were for students in Podunk. Busy with studies, with home and community activities, students in far Brooklyn or Queens got to know some of the department stores and portions of Broadway, but they were expected to leave the cultural specialties to their queer friends. For that matter, a surprising number of the older students attending school within a mile or two of the Metropolitan Museum had never heard of it. So too, the Brooklyn Museum, among others, served the Borough schools brilliantly—reaching perhaps 5 per cent of the school population.

The courtship years were by no means smooth ones. This was, of course, partly due to the museums, who diffidently protested their love for kids. On the other hand, the schools had a big enough job to do. Unless the museums made their terms and charms attractive enough, teachers would not undertake the necessary trouble—details of red-tape, parental consent signatures, transportation, etc.,—to do the job. Responsibility was cheerfully relinquished by both sides.

There was a double problem. Since the museums had assumed the primary task of acquiring, caring for, and interpreting their collections, they had no intention of abdicating their position of authority in the realm of popular education. Contrariwise, most teachers confessed their own too limited knowledge, but were unwilling to resign their charges to a "lecturer," however well informed, unless a sound educational job was to be done—often in those days a doubtful possibility. Occasional teachers nevertheless braved the hazards and inconveniences, and brought their youngsters. In return the museums made heroic adjustments in their way of life in order to meet the manifold responsibilities, and to reap the occasional joys attendant on bringing up children. Teachers in slowly increasing numbers thus came to the museum for guidance and visual aid, and the museum built up educational departments to accommodate them. Gradually the meetings, conferences, reports have borne rich fruit. The schools discovered several hundred million dollars worth of the finest visual aids lying just beyond their doorstep. And in recent years, the basic methods of utilizing them have been firmly established.

SECONDARY SCHOOL PROGRAM. For the academic high schools, the School-Museum Program initiated by Francis Henry

## SCHOOL-MUSEUM PROGRAM

Taylor, Director of the Metropolitan Museum, and Associate Superintendent Ernst (whose singlehanded sponsorship of cultural programs will one day warrant special study and appraisal) is designed to remedy, in part, the handicap of high school organizational hindrances to field trips. First, it brings choice examples of the art of New York's museums, societies and galleries into the schools, transported by Board of Education truck and insured against all risks. Of these, the larger and more difficult exhibitions are installed by museum personnel. Secondly, it arranges for city-wide group visits of three to five hundred students to the Metropolitan Museum and New York Historical Society on Saturdays. Programs are repeated on weekdays for similar groups from single high schools. These groups are invited to three-hour visual programs correlated with a particular subject in the school curriculum. Thus the notion is slowly gaining headway that one doesn't need to be an "art major" or a "queer" to enjoy the arts as inseparable from living. This visual enrichment can provide a much needed leavening for that hard practicality which weighs so heavily on our courses of study.

Thus the high schools in the five boroughs have for the last three years been receiving circulating exhibitions consisting of fine museum objects generally organized around some central unit in one of the courses of study. Teachers and students are thus finding modest-size museum displays right outside their classroom doors, in corridors or in regular school exhibition galleries. (Some of the latter, in Washington Irving, Franklin K. Lane, etc., are furnished as handsomely as in the best of modern museums.) The exhibits are not intended for the art departments as such; they are all-school displays, generally supplied with labels and text slanted for foreign language backgrounds, social studies, literature, etc. Interdepartmental chairmen's conferences are thus often brought about, resulting in new approaches to subject matter through specific *visual enrichment* for the strong, and *visual aid* for the weak and infirm.

Most important, many of these original objects are merely beautiful for their own sake and confessedly serve no specific curriculum demands—but they are no less valuable for the English, history, or home-making department. Sometimes they are most effective when least utilized, though useless unless they are examined. The responsibility for inculcating a sensitive and informed response to the great records of civilization, most revelatory when they are most beautiful,



is a task too great for the art teachers working alone.\* If these are elements beyond the scope of Regents Examinations in other subject areas, our pragmatic courses of study, like our civilization, may nevertheless be encouraged to allow a modicum of time for the qualities of form, whether concerned with the shaping of children's minds or of alarm clocks and automobiles.

Also preliminary techniques for the secondary schools have been devised to enable small museum staffs to handle large groups (200-500) effectively in three-part programs: slide lecture; quiz-guided gallery visit; and related motion pictures. These have met with gratifying response from teachers. Even more impressive has been the incredulous wonder of students at the existence of the museum world and the possibilities for glamor and enjoyment that it holds. Already it has led to the spontaneous formation of Museum Clubs at schools, with students meeting on Saturdays or Sundays at the art spots.

The first reaction of those who come to the planned programs is typified by that of a second year student who writes, "*I never thought a museum visit could be so interesting and entertaining. There are so many beautiful things I never realized. I'm sure my other classes would enjoy these programs just as much. Anyway, I'm going to come again with my friends.*" Several hundred such observations are on file in the writer's records. But to draw such reactions from the great bulk of the visitors, we must program carefully.

*It is statistically possible for every student in the city from eight to eighteen to be accommodated at one of the city museums' school programs on a weekday at least once each year of his school career.* With intelligent and collaborative programs every one of those visits can be among the most pleasurable and memorable events in the student's school career. The only item lacking for full-scale operation is the administrative say-so on the part of both houses.

**ADEQUATE STAFF.** In the final analysis the full development of teaching techniques will have to wait on the assignment of an adequate educational staff. The simplification of administrative red-

\*The Social Science Syllabi now offer optional units on art related to historical periods. The Association of Foreign Language Teachers has prepared an elaborate auxiliary syllabus devoted to the visual arts as cultural background material. Articles which correlate art with the various studies—e.g. "Art for Science Students," *High Points*—are among the newer signs of the times.

tape will have to wait on the centralization of organizational machinery in a Museums or Cultural Director's Office at the Board of Education.\* The correlation of programs, of cultural resources with courses of study, the coordination of visits to all the major cultural activities, museums and institutions, will have to wait on bi-lateral agreement and establishment of common principles of operation and spheres of responsibility. Without these agreements a major portion of the New York population simply will not be coming into its own, except in later life, as honeymooners or out-of-town visitors come back to see the folks on Thanksgiving. For the museums too there is no other certain way but this: *their chance to develop an informed adult patronage for the arts, to broaden the base of their own membership and cultivate a devoted community lies in the schools.* An effective adult education program will succeed only with a long-range initial plan that embraces a soundly organized ten-year program of offerings.

Meantime, a limited number of grade school classes can make a day of it at the places of major interest; while high school students are further limited to last-period-of-the-day visits, which carry over on their after-school time, and to Saturdays. The School Art League and student club organizations within individual schools have also made wide use of these Saturday field trips. A portion of the school population is thus reached in relation to its specific art interests. The bulk of the school population, however, is yet to be drawn to the visual arts through its major study interests—foreign languages, literature, social studies, music, home-making—or through the daily-life approach to an enjoyment of the arts.

Supervisors speak brightly of the need for correlated learning while they jealously guard their subject areas against the encroachment of "competing subjects." The art teachers, if they will abandon their possessiveness, can make the necessary stand for art as communication. As Herbert Read has been arguing, this should be a permeating element in the entire school curriculum, such as has successfully been advanced for the "language arts" in recent years by the departments of English.

**AVAILABLE EXHIBITS.** Toward these ends the exhibitions listed below will continue to visit the schools on scheduled assign-

\*As recommended in a survey of the educational program in the Metropolitan Museum by T. R. Adam.



ment. All but one or two are allocated for an indefinite period to Board of Education use, a slight fraction of the magnificent treasures that await the million odd classroom New Yorkers at the museums and galleries. As the art critic of the *World-Telegram* observed in an article devoted to the School-Museum Program: "It has done more to stimulate a genuine healthily rooted popular understanding and appreciation of art than almost any of the elaborate and expensive projects worked out by well-meaning industrial art patrons, individual museums or government agencies."

"Its program is the more effective because it is aimed at youth in its impressionable high school years. What this rising generation of art-knowing citizens will mean for the future of art appreciation—and, as a result, of contemporary artists—is something pretty exciting to think about."

### NEW YORK CITY HIGH SCHOOL MUSEUM PROGRAM

SEPTEMBER, 1946

#### CURRENT TRAVELING EXHIBITIONS ASSIGNED TO THE SCHOOLS

##### Metropolitan Museum

1. *20 Original Oil Paintings*. Sloan, DuBois, H. V. Poor, Alex Brook, Sargent, Childé Hassam, Louis Bouche, Minna Citron, Adolphe Borle, Mary Cassatt, William Blackens, Morris-Kantor, Ernest Lawson, Jerome Myers, Louis Eilshemius, Thomas Benton, Rockwell Kent, Paul Sample.
2. *The Living Past of China*. 4-8 show cases. Maps, Original Works of Art from the Han Dynasty to Ming. (280 A.D. to 19th Century.) The people, land, religion, education, in scroll paintings, ceramics, textiles, sculpture, etc.
3. *Daily Life in Greece*. Athletics, Mythology. 4 Show Cases. Original Painted Vases. Sculpture.
4. *Medieval Community Life*. Original 15 Century Sculpture, Metalwork, Reliquaries, Tapestry, Illuminated Manuscript, Enamels, Ivories. 4-6 Show Cases.
5. *Arts and Crafts in America (1620-1820)*. Original objects including painting prints, sculpture, woodwork, metalwork, textiles, glass, etc., showing the gradual development of indigenous American arts and crafts reflecting American needs and ideals. 4-6 Show Cases.
6. *Changing Styles in European Painting*. 22 Full-Color Facsimiles of Old Masters. Explanatory Text. Full carved frames; Italian, Flemish, Dutch, French, English.
7. *The Working Man in Art*. 5 panels, each 5 feet long, showing in full-color reproductions of works of art, the social status and aspirations of working men from Egyptian times to the present. Explanatory text.

### SCHOOL-MUSEUM PROGRAM

##### Brooklyn Museum

8. *African Life and Art Heritage*. 4 Show Cases. Daily life, professions, music and dance, ceremonial life and foreign influences, illustrated by utensils, masks, costumes, musical instruments and other objects. Explanatory Labels.
9. *Pre-Columbian, Colonial and Folk Arts of Latin America*. 4-5 Show Cases. Sculpture, ceramics, textiles, costumes and jewelry, illustrating the high civilizations of Central and South America prior to the Spanish conquest, and the intermingling of Old World and New World cultures during Colonial and modern times. Explanatory labels.
10. *Beauty Secrets of the Ancient World*. 2-3 Show Cases. Original Objects. Cosmetic jars, pins, combs, jewelry, also photographs and plates illustrating hair-dos and fashions in make-up from Egypt, Mesopotamia, Greece and Rome. Explanatory Labels.
11. *20 Contemporary American Water Colors*. Originals. Framed. Francis Chapin, John Costigan, Reginald Marsh, Paul Sample, Nicolai Cikovsky, etc.
12. *30 Original Fashion Designs, 1912-1945*, by foremost American costume designers: Mme. Sophie, Mooring Bruno, Mme. Eta, Eddie Stevenson, Bennie Cashin, (Bonwit, Saks, Hattie Carnegie, Bendel, Bergdorf Goodman, Hollywood, etc.).

##### Associated American Artists

13. *Group II 16 Contemporary American Original Oil Paintings*. Doris Lee, George Grosz, Paul Sample, Aaron Bohrod, John Stewart Curry, Joe Jones, William Gropper, Ernest Fiene, Umberto Romano, Lily Harmon, Jacob G. Smith, Nicolai Cikovsky, etc.

##### American Contemporary Arts Gallery

14. *Group III*. Contemporary Paintings. 20 Original Oil Paintings.

##### Kraushaar Galleries

15. *Group IV*. 20 Contemporary American Original Oil Paintings.

##### Cooper Union Museum

16. *A Survey of Woven Textiles*. Development of Technique and Ornament. 1500 B.C. to 1945. Egyptian, Coptic, Persian, Italian, English, French, Spanish. 30 fine pieces, framed with texts, photographs, illustrations of weave techniques, looms, etc.
17. *Survey of Lace*. Fine examples; techniques. 15 charts on handmade lace, with explanation of the way it was made and examples of the most important kind of needle-point and of bobbin lace.
- Beautiful Buttons*. 8 charts on buttons, showing some of the possibilities for information and interest to be found in button collecting. Buttons of many different materials and ornaments in many different ways. Some are of artistic merit and fine craftsmanship; explanation of the function of a button and how it affects design.

##### Pierpont Morgan Library

18. *The Story of Writing*; including original examples of Egyptian papyrus, illustrated; illuminated psalters, manuscripts and books of hours of 13th



and 14th centuries; early examples of printing and writing, including holograph signed letters from Pope Gregory IX; Louis XIV; Ferdinand and Isabella of Spain; Frederick the Great; George III; John Hancock; Dickens; Scott; Thackeray; Queen Victoria, etc. Two Library Cases.

**American Academy of Arts and Letters. Library Display.**

19. 14 *Original American Manuscripts*. Holograph and Corrected Typescripts, by Booth Tarkington, Mark Twain, Eugene O'Neill, Hamlin Garland, Walter Lippman, Philip James, Agnes Repplier, Julia Ward Howe, Walter Damrosch, etc. Also a letter from the personal correspondence of each, and a photograph of each. Two Library Cases.

**All-Publishers Library Exhibit**

20. Invitation to Reading Adventures. "Pictured Bookcases," 400,000 copies of Bibliography by *Saturday Review of Literature*. Film.

**New York Historical Society**

21. *New York During the American Revolution*: by the use of groups of objects including paintings, prints, newspaper articles of the time, proclamations, articles of costume, household objects, and war materials, some suggestion of the spirit and mood of the times. 4 Cases.

**Museum of the City of New York**

22. Exhibition of 25 Currier and Ives Prints. Early New York and Life in the West. Framed. With text.

**Museum of the American Indian**

23. A series of six exhibit units showing the arts and crafts of the American Indian including Pacific Coast, Woodlands, Plains, Southwest: blankets, basketry, pottery, sculpture, decorations on implements; typical designs and motifs, etc. 3-4 Show Cases.

**Kennedy Galleries**

24. 50 Fine Prints by Outstanding Printmakers. Framed. With explanatory notes of techniques and processes, and brief appreciation comments. Originals by J. T. Arms, M. Bone, A. Y. Cameron, Pissarro, Picasso, Corot, Boldini, Whistler, etc.
25. Set No. 2, 50 Fine Prints. Similar to above.
26. Set No. 3, 50 Fine Prints. Similar to above.
27. Set No. 4, 50 Fine Prints. Similar to above.

**National Serigraph Society**

28. 25 Outstanding Serigraphs. Silk Screen Prints.

**Council Against Intolerance**

29. Jew in American Life.
30. Negro in American Life.

**Study Aids Accompanying Exhibitions**

1. Accompanying background photographs; explanatory labels; text.
2. Study pamphlets and student quiz-guides to the exhibit.
3. Appropriate victrola recordings, film strips, movies, color slides.

# The Slow Learner and the Textbook

JEROME CARLIN

George Westinghouse Vocational High School

"Bogunsnift," observed Mr. Robinson one night when they had adjourned to the living room after dinner. "Neekundshafter bogunsnift."

The old man looked up sharply. "Pissungatser," he replied, leveling a pipe stem at Mr. Robinson. "Skogrupp braha pukovitch."

"Grandpadrosk!" cried Lucrezia in a reproving tone.

"Nosego, nosego," said Mr. Robinson, waving his hand tolerantly. Then steering the conversation back into safer channels, he asked, with a look of real concern, "Mohakansack durvilish ogilsie?"

Mr. Wilywangler smiled and replied, "Ikniak umiak slavsnerd esse."

Still feigning perfect seriousness, Mr. Robinson pressed his advantage. "Mogo cum laudenum (oder magna cum laudenum) bron-sneeze hare-lippen?"\*

If the above passage impresses you as being somewhat difficult to understand and if you wouldn't care to sit down and dash off a précis of it, then you have a notion of what some of our students are facing daily in the books we give them. This balmy bit of double-talk in a pseudo-foreign language parallels the eccentricities of the average textbook as it is understood—or misunderstood—by the slow learner.

To the student whose reading skills are several years below his grade norm the pages of many a high school textbook are as pregnant with meaning as the unenlightening conversation between Mr. Wilywangler and Mr. Robinson is to you and me. Yes, of course we gather that the repartee passing between Mr. W. and Mr. R. is brilliant, not to say priceless, but we don't really share in its meaning. True, it looks promising enough on the page; here and there are patches we understand. Whole phrases, clauses, even sentences seem reasonably communicative—almost give us a sense of security. But let someone ask, "What is the philosophy stated by each of these two gentlemen?" Or better still, pedagogically speaking, "Why do you find Mr. Wilywangler's point of view less acceptable in a democratic society than Mr. Robinson's?"

\*From: ADRIFT IN A BONEYARD by Robert Lewis Taylor, copyright, 1947 by Robert Lewis Taylor, reprinted by permission of Doubleday & Company, Inc. This excerpt doesn't do justice to the delightful drollery of the book.



The fate of the thought-provoking question under these circumstances is not difficult to conjecture. The honest soul who possesses either a well-anchored personality or a callous disregard for public opinion unshrinkingly admits that it's just a lot of bogunsnift to him. The aggressive character tries to change the subject, perhaps raising the question of what is an acceptable point of view in a democratic society. The individual whose shell is a little more tender apologizes for not being able to venture an answer because he merely skimmed through the passage and didn't give it close enough attention. Just in this way the slow learner deals with the textbook that defeats him.

**TEXTBOOKS YESTERDAY AND TODAY.** Where learning is to be built upon a foundation of reading experience, obviously the learner must have a reasonable understanding of what he reads. Yet a considerable number of the Class of '50 are beyond their depth in the reading tasks which were comfortably undertaken by the Class of '25, when national high school enrollments were about half the present total.

A few decades ago the writer of a high school textbook had a fairly homogeneous audience. Marie, Bob, and William, who were fairly proficient in academic subjects, went to high school—assuming, of course, that the family bank account had the proper number of figures. On the other hand, Leonard, George, and Betty, who could not meet the rigorous academic standards then prevailing, went to work or took up household duties. Thus the spread of ability among the bulk of pupils or, in the statistical phrase, the standard deviation was not very great. A book which was aimed at the needs of the average pupil could span the requirements of the lads and lasses with the lambent flame of intellect, as well as the students with less scintillating powers. Between the honor student and the one who was just a jump ahead of dishonorable discharge, the gap was not too great.

But where is the high celluloid collar of yesteryear, and where is the hourglass waist? Not even the blandishments of manacle-minded couturiers can bring them back, although they try. Nor does the future promise a return of strait-jacket educational standards, courses based on college-board requirements, or high schools for Quiz Kids only. A single textbook in a given subject and grade can no longer care for the needs of all students. A textbook in American history,

for instance, which can be read and understood by Retarded Roy will not supply the rich background and the deeper concepts rightfully the heritage of Superior Stanley. This very year in the social studies classes of New York City secondary schools there are thousands of students whose reading skills equal only elementary school norms. Yet social studies teachers say there are few available textbooks satisfactory for these boys and girls.

You need only consult data from standardized reading tests in the files of almost every English department—excepting, of course, schools like Brooklyn Technical High School which have special entrance requirements—to find that each has its quota of retarded readers. In greater or lesser degree this problem exists in secondary schools throughout the nation.

**A FEW THOUGHT-PROVOKING QUESTIONS.** I see that Mr. Bones, representing public opinion, rises to ask why this problem exists at all. Are schools lowering standards? Why are such students in the high school to begin with? Isn't the activity program responsible for turning out pupils who are deficient in reading, and who therefore become slow learners in their high school classes? Won't remedial programs eliminate all reading retardation? Is this problem here to stay?

Mr. Bones, those are reasonable questions.

**THE ACTIVITY PROGRAM.** That old whipping-boy, the activity program, is safe from a drubbing, for the moment. The conditions described here were in existence before graduates of activity schools began entering the secondary school. It is yet premature to judge whether the new program will give us better or poorer readers. For one thing the elementary schools have a new and complex textbook problem of their own. To picture it, visualize a third-year class engaged in a unit on transportation. The committees have parceled out the assignments, and an enthusiastic crowd of eight-year-olds is off on an intellectual treasure hunt. But where are the basal materials on transportation written for the third grade? The readers are not organized that way, and library sources or materials available from railroads, steamship companies, and airlines are usually far above the grasp of an eight-year-old. Until pools of such materials are built up for the many themes which units may



pursue, one of the major advantages of the new program in developing reading skills cannot be fully exploited.

**NEW IDEALS.** As for the question of why the lower schools are sending along some pupils below par in reading skills, and why the secondary schools are admitting them, the answer lies in the philosophy and the psychology of education which we follow in the middle years of the century. What every teacher recognizes is that under a democratic philosophy *all the children* must be admitted to both elementary and secondary schools. What is sometimes overlooked is that some children have mental incapacities which are just as real and as limiting as any physical ones. Even under the best teaching and learning conditions some children will learn to read much more slowly than others; some will be able to attain little more than bare literacy; and a very few will never learn to read at all.

One of the sadder jokes of the old vaudeville comedians can be left out of the 1950 revision of *Joe Miller's Joke Book*. It was never very funny, and its point is being rapidly whittled away. You can probably recall some zany's saying to his straight man:

"The other day I met my old principal, and he told me I was one of his most distinguished pupils."

"How's that?"

"I was the only one who ever spent four years in the third grade."

Modern educational psychology opposes the practice of having Retarded Roy repeat grades when his poor achievement arises from mental limitations. It would be cruel to take the young polio victim out to the cinder track, and demand that he run the 100-yard dash in so many seconds. Can we say then to the mentally limited student that he must remain indefinitely in the lower school until he is ready to do "high school work"?

Consider the case of Harper, who recently entered the high school as a nonreader. At the beginning of the ninth year this youth could not read a sentence in a first-grade primer, no less a chapter in a high school textbook. Harper's I. Q. as measured by a non-verbal test was 80; and many boys and girls of that level of intelligence have learned to read with some proficiency. But besides his low intelligence Harper had an additional problem: he could not remember from one day to another the words he learned. His spoken vocabulary was reasonably good, but the association of the spoken and printed word which he made one day he forgot the next. Ima-

## SLOW LEARNER

gine a teacher who at the end of a term still had to refer to the seating plan for the names of most of the students in the class. Such was Harper's problem with words.

Now Harper had been left back four times in the elementary school, and he had repeated four terms' work without any noticeable improvement in his reading skill. Not many years ago he would have been barred from high school; he would probably never have reached the upper grades of the elementary school. The opportunities for living and working together with other pupils of his own age would have been denied to him. Today we admit Harper to the high school and possibly regret the four futile nonpromotions which his honest efforts did not avert.

Fortunately, the Harpers are rare. Of much more concern are the many boys and girls who can read, but whose reading skills are below the level of the average textbook. If all textbooks were written so that this low group in the population could read them, it would be an unconscionable lowering of standards. The occasional critic who cries that modern schools are lowering the Quiz Kids to the level of the Jukes kids would then be nearer the mark. There has been no such orientation of our textbooks toward the lower end of the normal curve of student ability. Consequently, from some among that pile of books which the slow learner clutches under his arm, he can learn only by osmosis.

**REMEDIAL INSTRUCTION.** Obvious solution to the problem of students who can't read the textbooks is to give them remedial instruction until they can. School systems throughout the country, our own no less, have been conducting remedial reading programs in elementary, junior, and senior high schools. During the past few years approximately sixty teachers were assigned for full-time remedial reading instruction in the New York City vocational high schools alone. Unless we are to return to the guillotine of an arbitrary standard for promotion and to demand of each pupil that he reach a fixed level of achievement from the first grade upward, remedial instruction is a *sine qua non* of the school program.

In the interests of the total development of his personality the school now keeps Retarded Roy so far as possible in classes with others of his age group. Promotion has increasingly become a function of the birthday rather than of achievement. Such being the case, Roy must be given the opportunity to acquire in Grades Y and



Z the skills he did not master in Grade X. Formerly repetition of Grade X was the accepted procedure. If "chronological" or "maturational" or "100%" promotion is to continue, remedial instruction is a necessary concomitant. In the field of reading, experience indicates that such remedial work must extend into the high school.

The pat and perfect solution for any educational problem being almost nonexistent, this one likewise has its imperfections. As already remarked, the most competent remedial instruction can never suffice to raise some limited students to the highest levels of reading skill. A glance at some causes of reading retardation will indicate why this is so.

**SOME CAUSES OF READING DEFICIENCY.** The visitor to a reading clinic may be impressed by the machines used for diagnosis and correction of deficiencies. He may see the ophthalmograph, telebinocular, audiometer, metronoscope. But the clinician dispels some of the awe which most of us feel for these chrome-trimmed applications of science by warning against overestimating their utility. They are for the most part concerned with only one cause of reading deficiency, mechanical defects or misuse of the eyes and ears.

Defective vision and hearing undoubtedly account for some reading retardation, and their discovery and correction can lead to improvement in reading skill. So, also, faulty eye movements—for instance, the tendency of the eyes to regress to words already read—may be a remediable cause of poor reading. Such movements, however, may be merely symptoms of more fundamental causes of difficulty. At any rate the experience gained from an extensive remedial program at George Westinghouse Vocational High School indicates that these visual problems account for only a small proportion of our retarded readers.

Deficient psychological processes or abnormal emotional reactions we likewise rate as among the minor causes of retardation. In this category belong the rare cases, such as that of Harper described above, which arise either from organic mental defect or from a psychological block.

Ineffective learning in earlier grades also explains why some secondary school students can't read well. Individuals differ in the experiences which they find satisfying. Most children find the satisfaction of some purpose in reading and learning to read if only to merit the social approval of Mother and Dad and the kid next door.

## SLOW LEARNER

A few children are untouched by such drives, and unless powerful motivations provide a stimulus in the classroom, these pupils fall behind. In addition, the absence of optimum teaching conditions retards pupil growth in reading as in all areas.

However, the bulk of the retarded readers whom I have observed reveal an etiological history emphasizing two factors. For these students, at least, the major causes of reading retardation appear to be underprivileged background and low I.Q.

Compare two homes. In one the economic circumstances are good. Only Dad works; Mother has the time and the funds with which to introduce the young child to picture- and story-books. The parents themselves have leisure for their own reading, which they obviously enjoy, and there are magazines and books in the home for the growing child to pore over. For this family it is not too great a financial burden to support the children through a period of twelve or even sixteen years of schooling, and the attitude toward education is most favorable. The parents are able to keep track of the child's school progress and to supervise his home study.

In contrast, the home less prosperously situated is not so stimulating. Perhaps both parents go to work. The children are encouraged to become breadwinners at the earliest possible age, sometimes holding after-school jobs before they are in their teens. Education of the children, however desirable, is still burdensome to the parents. Attention to the child's studies is a luxury the parent cannot afford. There are no picture-books for the pre-school child, no story-books for the older child, no home libraries of adult books for the adolescent—you have only to ask the retarded reader to bring in a list of the books in his home to verify this.

Underprivileged home environments, arising from poverty or other reasons, are a major cause of reading retardation. Not only do the children with such backgrounds remain under-stimulated toward reading, but they lack the basis of experience which more fortunate boys and girls possess. They haven't been to the country. They haven't gone fishing with Dad. They haven't been to the circus. If they live in Brooklyn, they haven't visited the Bronx Zoo. They haven't seen, heard, tasted, smelled, felt, or lived a host of things described in books which many other children already know.

The correlation between reading skill and the family bank account is matched by a similar correlation with I.Q. While occasionally some erratic young genius with an I.Q. of 150 may become entangled



in the meshes of a reading problem, the statistical probability is against it. On the other hand, any high school student of low I.Q. is likely to show some degree of reading retardation. Although some studies indicating a high correlation between reading-test scores and intelligence-test scores have been questioned because of the verbal nature of intelligence tests, a positive relationship does seem to exist between general mental ability and the ability to read.

The mechanical process of word transmission from the printed page to the mind is only part of the reading skill. Give Retarded Roy a dissertation on atomic theory to be read aloud, and with a certain amount of individualistic pronunciation and phrasing he stumbles through the task. The concepts, however, elude him. Not that we object to his inability to cope with an abstruse scientific discussion. Much sadder is the fact that in the same way he can "read" but often cannot understand a handbook on woodworking—a textbook on economic geography—a news account or a sports column in the *New York Times*. Reading is a thought process.

Add low I.Q. to all the other causes of reading retardation, and the limitations of any remedial program appear in the sum total. Reading retardation in the schools can be reduced, but never completely eradicated. Along with any program of remedial reading there must be other measures for the sub-average reader.

**AUDIO-VISUAL AIDS.** One of the promising solutions for the problems of the slow learner in general and the retarded reader in particular is the development and use of audio-visual aids. For some types of learning experience the medium of pictures or of sounds or of physical demonstration is at once logical and effective. The slow learner can readily perform artificial respiration after watching a demonstration. For the youngster studying occupations, a motion picture can portray industrial processes and machines more effectively than the printed word. Obviously, whether a student is bright or dull, he is bound, in some learning situations, to profit most through audio-visual appeals. For the boy or girl whose reading skills are inferior this avenue of approach is especially attractive.

It is apparent from recently published reports that our own school system is preparing to undertake an organized program dealing with curriculum materials, among which audio-visual aids are to receive an important share of attention. Bouquets to this project! A major obstacle to wider use of audio-visual materials has been that they

were not tools ready to our hands. The textbook has always been such a tool, ready and waiting in the bookroom, in the classroom closet, in the school library. Till recently, however, audio-visual aids have been tools we made for ourselves or else ran to earth with a yoicks and a view halloo. Lately the scene has brightened: writers in *High Points* and other journals have been listing resources; our high school film libraries have been developing; and now a systematic program centrally administered comes into prospect.

Whatever steps are taken to enlarge our resources of audio-visual aids will be of incalculable value for solving the problems of the retarded reader. More of this, please!

**NEW APPROACHES IN TEXTBOOKS.** A picture is worth a thousand words—especially when it's a pinup. But enthusiasm for visual and auditory aids should not lead to underemphasis on reading.

The 3 R's are still important, even for the slow learner, and lack of support from this educational Big Three may put a veto on any individual's aspirations. While the skull and crossbones on the medicine bottle may be as effective as the verbal "Poison," I have yet to see the instructions "Take two tablespoonsful after every meal" translated into pictures. The printed word is part of our daily functioning, part of our whole culture. For the communication of our thoughts the written or printed word is second in importance only to the spoken word. Unless our ancient forebears were wrong, picture-writing was not as effective a means of communicating thought as were word symbols. It is not too much to say that words have stood the test of time.

Nor is it too much to say that textbooks have proved themselves a universally useful aid to teaching. For the most efficient combination of classroom work and home study there are few aids as effective. The high school student will get some things best from books, ranging from the elements of a lesson which cannot be covered in the limited time of the classroom session to the heritage of our literature, which can be discovered only between the covers of books.

Retarded Roy needs textbooks, as do more able students. But he needs books especially written with his problems in mind. Simple style and vocabulary, directness of presentation, brevity of expression, concepts developed step by step without undue subtleties or complexities, and an unflaggingly interesting approach—these are the



specifications of the book tailored to fit Roy.

One can spot a textbook which doesn't fit him by being alert for passages like these:

Because every state casts its total electoral vote for the candidate polling the greatest number of votes in the state, regardless of how narrow the margin of victory may be, it is possible for a candidate to receive a majority of the popular vote—as cast for electors pledged to him—and yet be the loser in the election.

To Retarded Roy the above passage is likely to prove a maze in which he is easily lost. The style is too circumlocutory for the less able reader.

\* \* \* \*

"I dispute the availability, and thus the value, of that reason which is cultivated in any especial form other than the abstractly logical. I dispute, in particular, the reason educed by mathematical study. The mathematics are the science of form and quantity; mathematical reasoning is merely logic applied to observation upon form and quantity. The great error lies in supposing that even the truths of what is called pure algebra are abstract or general truths. And this error is so egregious that I am confounded at the universality with which it has been received . . ."

This passage, which continues for more than a page in a popular Poe story, is intended to characterize the speaker, Detective Dupin, as a person of some scholarly pretensions. The superior reader skims the passage and goes on to give closer attention to the more important elements of the story. For obvious reasons the less skillful reader is not as likely to keep afloat in the sea of words. Drowning, he seeks to escape by shutting the book. For his sake the textbook editor would do well to abridge the story, deleting this passage.

\* \* \* \*

It is a fact that for every word in this story there are ten different kinds of ants in the world. Since there are eight hundred words in our tale of the ants, you can quickly arrive at the conclusion that eight thousand different types of ants are known to exist. Of course, the total number of ants runs into countless millions.

Here is a relatively simple concept which the author has sought to express in concrete terms. But it is simplicity worse confounded; ninth-grade slow learners who try to fathom its meaning reveal four separate opinions as to the number of different kinds of ants. For these students a straightforward statement that eight thousand different kinds of ants exist would be more helpful.

These few examples indicate the nature of some of the barriers at which retarded readers come a cropper. None of the above pas-

sages is beyond the capacity of average or superior pupils, and in any event challenging reading materials are a proper stimulus to such boys and girls. But what challenges Superior Stanley is frustrating to Retarded Roy. The latter in competition with better students, taking the same courses and reading the same textbooks, tends to operate constantly on a level of frustration.

**FITTING THE SCHOOL TO ROY.** In being limited to textbooks, this article has viewed only a narrow aspect of the approach to the slow learner, who is now one of the leading figures in contemporary educational literature. Without attempting to go any further into the wider analysis of the special treatment required by Retarded Roy, I am impelled to second those workers in the field who urge that homogeneous ability grouping, the programming of slow students in special subject sections, affords a climate particularly conducive to mental growth and emotional stability. At the same time it creates an efficient teaching organization and reduces the stresses which the teacher experiences in dealing with a heterogeneous, one-room-schoolhouse type of grouping.

Such a group of slow students, however, functions most efficiently when courses of study and materials are specifically adjusted to their level. Textbooks, no less than other elements of the learning and teaching whole, share in the need for adjustment. An important market exists for the work of textbook writers and publishers who will give us books specifically designed for Retarded Roy. Here and there a little ground has been broken in this field, but in largest part it is still unploughed.



### GREAT TEACHERS

It is characteristic of American life that many of our greatest teachers, from Mark Hopkins to Frank Lloyd Wright, have been less the product of schools than of self-education. Now when these men take over the instruction of others, they tend not to destroy the systematic or formal elements of education. They value, rather, the formalities that their own youth was deprived of. But they do tend to alter the content of these formalities. They revise the curriculum with an eye to making it a systemized version of their own non-systematic education.

—Virgil Thomson in the *Herald-Tribune*, May 18, 1947.



## An Integrated School-Wide Current Events Program

BENJAMIN STARR and ABRAHAM LEAVITT  
James Monroe High School

It is axiomatic that one of America's greatest bulwarks of security in an ever-contracting interdependent world community is a well-informed and vigilant citizenry conscious not only of its basic rights but mindful also of the attendant responsibilities inherent in the fundamental concepts of the American democratic way of life. "To know nothing of the past is to understand little of the present and to have no conception of the future."

**LITERACY IS NOT ENOUGH.** In an alert democracy, the term "literacy" cannot be narrowly confined to the mere ability to read and write. For, in a larger and more significant sense, literacy is perforce to be measured in terms of an abiding civic interest in, and an intelligent understanding of, vital contemporary problems. The frame of educational reference has shifted; it is no longer to be circumscribed by the printed page of a prescribed text nor may it be safely and enduringly measured by the mere ability to regurgitate a passable portion of a course of study.

Education is a continuous journey; it is not a destination. From the cradle to the grave, we are always en route. Tensions generated by the accelerated tempo of economic, social, scientific, and political developments impinge upon the ever-widening periphery of student interest. Contemporary world affairs admittedly have a direct and inescapable impact upon the lives of all of us. It therefore behooves us, as educators, to guide youth in developing an awareness as well as an intelligent understanding of the centrifugal and centripetal forces of the World of Today which is the sire for weal or woe of the World of Tomorrow.

**GENESIS OF THE IDEA.** During the latter part of the 1946 fall term, Associate Superintendent Frederic Ernst characterized the teaching of current events "as one of the most important activities in our schools." Furthermore, he expressed the conviction that the teaching of current events was not to be confined solely within the departmentalized province of the social studies or of English but rather that it should be taught by all departments.

In the course of an address at the *New York Times* "Evaluation

## CURRENT EVENTS

of the News" In-Service Course, Assistant Superintendent William A. Hamm stressed the fact that "The task before us is not simply the development of an interest in world affairs on the part of a limited number of pupils, but on the part of all pupils; and it is a task for all teachers at all levels of the school system." This is indeed a challenge worthy of our wholehearted endeavors.

**EVOLVING THE PLAN.** To implement the suggestions of Dr. Ernst and Dr. Hamm, Dr. Henry E. Hein, the principal of the James Monroe High School, requested the chairmen of the Social Studies and English Departments, Benjamin Starr and Geraldine Saltzberg, to institute a program in "integrated current events" designed to coordinate the efforts of all departments on a school-wide "all-out" basis.

After a series of conferences between the aforementioned chairmen, a plan of action was drawn up and submitted to the chairmen of the other departments of the school. The latter agreed to the plan in its entirety.

A steering committee composed of the two chairmen and two departmental associates, Abraham Leavitt (Social Studies) and William Riecker (English) was created to direct the program. Furthermore, each department designated a representative to meet with the steering committee to interchange suggestions as to how his department could best utilize current events, and also to obtain ideas from the Steering Committee as to the most efficacious techniques to be employed for the attainment of our common objectives.

**IMPLEMENTING THE PROGRAM.** The Steering Committee drew up a detailed plan for the execution of the program. Its essentials were:

1. Preparation of a bi-weekly Bulletin of World Affairs surveying domestic and international problems as a teaching device. (This mimeographed bulletin contained a detailed outline of important current problems, thought-provoking key questions for classroom discussion, references for collateral reading, and other teaching aids.) See Exhibits appended below.

The teachers of the entire school were urged to submit suggestions to their departmental representatives for the inclusion of current-events material which had particular applicability to their subject field. These suggestions were sent to the Steering Committee, which



then constructed the bi-weekly *Bulletin of World Affairs*.

2. A detailed *Guide Sheet for Current Events* to be issued to all teachers describing various classroom techniques. (see *The Plan in Action*, 1)

3. A series of assembly programs to be presented in order to stimulate interest by means of such techniques as Current-Events Quiz Programs, Town Hall Meetings, etc.

4. Bulletin Boards to be set up at strategic locations for the frequent posting of "History in the Making."

5. The cooperation of the school newspaper, the *Monroe Mirror*, was enlisted for general publicity and also as a means of recording the results of a public opinion poll conducted each month on an important international or domestic issue.

6. Finally, current problems were to be included in the uniform final examinations of all subjects.

**THE PLAN IN ACTION.** Each teacher received (1) *A Guide Sheet for Current Events*, which listed the objectives, techniques, and goals to be attained by the program, and (2) a list of outstanding radio programs of interest to both students and teachers. The major contents of the *Guide Sheet for Current Events* are reproduced below:

I. Specific Aims and Objectives:

- A. To enable our students to have factual information and not mere hearsay opinion concerning the more important problems and developments of contemporary civilization.
- B. To encourage and broaden the student's interest in the political, social, economic, and scientific problems of our stirring times in an endeavor to have this abiding intellectual curiosity function for more effective citizenship in after-school life.
- C. To stimulate the habit of reading more widely about current world affairs.
- D. To develop the habit of discussing public questions intelligently, freely, and openmindedly.
  1. Argumentation merely for its own sake is futile.
  2. The major objective is to sift relevant facts and clarify ideas.
  3. Progress has been made if, at the end of the discussion, the students have pertinent facts, ideas, or understandings which they did not possess at the beginning.
- E. To develop in our students the knowledge, understandings, skills, and attitudes which will equip them for active citizenship today as

**CURRENT EVENTS**

well as tomorrow as a vital part of an interdependent "One World" in this dynamic Age of Atomic Energy.

- F. To link continuing present-day problems with their historic counterparts, thereby giving our students a vivid realization not only of their rights but also of their corollary responsibilities as inheritors and perpetuators of the American democratic way of life.
- G. To give guidance in critical thinking on various present-day social, economic, political, and scientific problems.

II. Sources of Materials of Instruction:

- A. Newspapers, magazines, pamphlets.
- B. Motion pictures.
- C. Radio.
- D. Public meetings.

III. Methods or Procedures:

- (Note: There is no one panacea that may be used at all times. Experimentation must be employed until the teacher arrives at the methods best suited to himself and to his students.)

A. Socialized Recitation:

1. Class is organized into a Current-Events Club with a student chairman.
2. Committees (organized previously) report on various topics or departments (local, national, international affairs; labor; consumer).
3. Each committee report is followed by cross-examination by members of the class.

B. Problem Method:

1. Problem of current interest is outlined on the board by a student or a teacher.
2. This outline is supplemented and discussed by the other members of the class.

C. Special Reports:

1. Each student is assigned to a special topic for individual investigation; e.g., "Labor Legislation," "Inflation," "Scientific Advances."
2. Reports are made, followed by discussion.

D. Cartoon:

1. Examination of a group of cartoons and background of the problem.
2. Evaluation of the viewpoints of the cartoonists.

E. Debates.

F. Panel Discussion or Forums.

IV. Devices Designed to Create Interest:

- A. Scrapbooks or Notebooks: for maps, pictures, clippings, summaries, etc.
- B. Bulletin Boards: class to keep it up-to-date.



- C. Student Cartoons: summarize current problems.
- D. Objective Tests: prepared by class based upon current events.
- E. World Outline Maps: to be filled in, delineating areas of significant events in world news.
- F. Radio Programs: listening followed by class discussion.
- G. Dramatizing of Events: mock broadcasts.
- H. Current Events Contest: awards to winners.
- I. Visits to the United Nations: reports to class.
- J. Newspaper Clippings: differentiation between facts and "editorializing" in news columns.
- V. Suggestions for Analyzing Material on Controversial Subjects:
  - A. Bias: What bias, if any, has the speaker or article displayed in (1) Point of view (2) Selection and assembling of "evidence" (3) Possible omission of significant, relevant facts (4) Demagogic appeal to emotional bias?
  - B. Authoritativeness: Did the speaker or writer purport to be an authority? If he did, (1) What are his credentials? (2) Are his sources reliable and germane?
  - C. Facts vs. Opinions: (1) Did the article present unimpeachable relevant facts or mere hearsay opinion? (2) How can I check their authenticity? (3) Is the writer guilty of the fallacy of "post hoc; ergo proper hoc" (after this; therefore because of this)?
  - D. Evidence on the Other Side of the Controversy: (1) What arguments may be presented on the other side of the controversial issue? (2) Does the writer weigh both sides?
  - E. Conclusion: (1) Am I being swayed to reach a snap judgment? (2) Am I being asked to indict an entire group for the transgression of an individual? (3) Does this require further investigation and reflection pending my reaching a definitive judgment?

At the beginning of each two-week period, every teacher in the school received the *Bi-Weekly Bulletin of World Affairs* (See attached exhibits).

Among the topics developed in the Bulletin were:

- I. Limitation of Presidential Tenure of Office.
- II. Moscow Conference of March-April, 1947.
- III. International Control of Atomic Energy.
- IV. U. S. Foreign Policy in the Mediterranean: The Truman Doctrine.
- V. U. S. Trusteeship over Southwest Pacific Islands.
- VI. High Cost of Living.
- VII. New York State Income Tax Return.
- VIII. New York State Law Against Discrimination (Quinn-Ives Act).
- IX. The Federal Budget and Income Tax Reduction.
- X. Prevention of Spread of Smallpox.

- XI. The Palestine Question.
- XII. Proposed Federal Labor Legislation.
- XIII. The French Political Crisis: Ramadier Cabinet.
- XIV. Functioning of the General Organization at James Monroe High School.
- XV. The Atomic Bomb and Human Inheritance.
- XVI. Bridging the Gap between Past and Present.

OPINION POLLS. Meanwhile, the Social Studies and English Departments combined to poll the student body on important current issues. The results were publicized in the *Monroe Mirror*. Some of the questions which the student voters considered were:

- (1) Do you favor amending the Constitution to limit the presidential tenure of office to a maximum of two terms?
- (2) Should the anticipated Federal Treasury surplus for the fiscal year 1947-48 be devoted entirely to (a) Reduction of our national debt (b) Reduction of federal taxes (c) Undecided?
- (3) Do you favor granting the Federal Government the power to halt by court injunction nation-wide strikes in fields affecting the public welfare?

A sample ballot is presented below:

OFFICIAL BALLOT  
MONROVIAN PUBLIC OPINION POLL

March 31, 1947

As an American citizen in a democracy, you are privileged to express your honest opinion on the controversial question presented below. On the basis of previous discussion and reflection over the arguments presented pro and con, what is your opinion?

DO YOU FAVOR AMENDING THE CONSTITUTION TO LIMIT THE PRESIDENTIAL TENURE OF OFFICE TO A MAXIMUM OF 2 TERMS?

(Mark an 'X' to indicate your opinion)

( ) YES

( ) NO

( ) UNDECIDED

QUIZ PROGRAMS. A series of assembly programs, culminating in a Quiz program, was held during the early part of June, 1947. This served in part to summarize the work done on current events throughout the term.

Finally, an objective test was included in the last issue to summarize the term's work. (See last issue of Bulletin of World Affairs appended hereto).



OUTCOMES. 1. The entire *faculty* of the school was alerted to the growing importance of the impact of current events upon the lives of all of us. The Bulletins kept many of the teachers informed of important current problems—providing them with a convenient source of vital background material. This significant aspect of the project contributed immeasurably to the success of the integrated program.

2. The entire *student body* became far more alert to the increasing significance of contemporary world affairs in our interdependent "One World." The key problems for the two-week periods were brought to their attention during the S.O. (Home Room Periods). Then, after this initial focalization of student attention, the key problems were discussed and analyzed in the various subject areas via recitation classes. The public opinion polls, in which all the students participated, and the assembly programs all served to stress the vital importance of an intelligent, informed understanding of the role of current events.

3. *Examination results* revealed a tremendous increase in student familiarity with and an intelligent comprehension of current problems. This was demonstrated not only on the objective tests included in the last issue of the *Bulletin* but also in both the uniform final and Regents examinations.

4. Increased use of *library facilities*.

5. Increased interest in *radio programs*, e.g., *Town Meeting of the Air*, *University of Chicago Round Table*, *American Forum of the Air*, etc.

AN EVALUATION BY THE FACULTY. In order to obtain an expression of faculty opinion concerning the classroom value of the *Bulletin of World Affairs*, a questionnaire was distributed during the last week of June, 1947. Although the signature of the teacher was entirely optional, the substantial response attested to the school-wide interest in the project. To the question "Do you favor its continuance next term?" 90% replied "Yes." Those voting "No" generally were of the opinion that we could "rely upon teachers reading a daily newspaper." That the *Bulletin* was serving a well-felt need was demonstrated by the widespread suggestion that it be converted into a weekly publication instead of a bi-weekly. There was a marked cleavage of opinion as to whether each issue should treat

one topic exclusively or whether it should be devoted to several topics. Several criticized the detailed treatment of some topics. Among the suggestions submitted was the recommendation that despite the current paper shortage every student be provided with a copy of the bi-weekly *Bulletin of World Affairs*.

Whatever success has been achieved in alerting our students to the ever-increasing importance of an intelligent comprehension of contemporary world affairs is due principally to the wholehearted cooperation of our faculty. Among the departmental representatives who played an active part in the integrated current events program were Mary K. Berlin (Secretarial Studies), Dr. Harry Blumberg (Hebrew), Isidore Pulver (Accounting and Business Law), Wanda Seglow (Mathematics), Eugene Stern (Science), Rose Silverstone (Library), and Joseph Wiedman (Health Education).

# BULLETIN OF WORLD AFFAIRS

Circular II ..Bi-Weekly Survey for Integrated Current Events..March 17-30  
To All Teachers

1. On Tuesday (March 18) section officers will please list on the black-board the 4 topics for discussion.
2. Please request students to copy them in their notebooks for ready reference during the next two weeks.
3. Inform students that these topics will be discussed whenever possible in *sections*, *guidance periods*, and *recitation classes* and that examination questions will be based upon them.

I—Four Problems in this Bulletin are:

1. Should the President's Term of Office Be Limited to 2 Terms?
2. The Moscow Conference, March, 1947.
3. Control of Atomic Energy.
4. The United States Foreign Policy in the Mediterranean.

II—Analysis of the four problems:

1. *Should the President's Term of Office Be Limited to 2 Terms?*
  - a. Both houses of Congress have passed by a  $\frac{2}{3}$  vote a proposed constitutional amendment limiting the President's term of office in the future to two terms (H. of Rep.) or not exceeding 10 years (Senate). After a conference committee compromise report is adopted, the proposal will become the 22nd amendment when ratified by the legislatures of  $\frac{3}{4}$  of the states.
  - b. *Historical*—Washington and Jefferson declined a third term. The two-terms tradition was considered part of the "unwritten constitution" until 1940. However, Grant after refusing in 1876 sought a third term in 1880 but failed to obtain Republican nomination. F. D. Roosevelt served more than 12 years having been reelected to a 4th term in 1944.



- c. *Suggested Questions for Discussion:*
  - i. To what extent might the proposed two-term limitation for the presidency serve the best interests of the nation?
  - ii. In what way might such an amendment be a disadvantage to the American people?
  - iii. If you were a U. S. Senator, how would you vote after having weighed the arguments pro and con?
2. *The Moscow Conference, March, 1947*
  - a. *Background*
    - a. *Purpose*—to prepare peace treaties for Germany and Austria.
    - b. *Personnel:* Four Foreign Ministers: George C. Marshall (U. S.) Ernest Bevin (G. B.) V. M. Molotov (U.S.S.R.) G. Bidault (France).
  - c. *Basis for Sec. Marshall's Policies at Moscow:*
    - i. Plans for Germany at Yalta (Crimea) Feb. 1945 and at Potsdam July '45 provided—present division of Germany into 4 zones of military occupation (British, French, American Russian)—Allied Control Council in Berlin for coordination.
    - ii. July, 1946: Sec. Byrnes proposed economic unification of 4 zones. (Only England accepted U. S. offer.)
    - iii. Stuttgart Speech of Sec. Byrnes (Sept. 1946) defined U. S. position as approving—French annexation of Saar Coal Basin—German retention of Ruhr (coal and iron) and Rhineland but French propose UN control of these regions—Readjustment of German-Polish frontier—Russian retention of northern half of East Prussia (southern part to Poland)—A central government based upon the federal principle to be established by the German states.
  - d. *Problems on Agenda at Moscow*
    - i. Settle final frontiers of Germany and Austria.
    - ii. Demilitarization of Germany.
    - iii. Denazification.
    - iv. Decentralization of Government.
    - v. Proposal of Sec. Marshall for a 40 year 4 Power Alliance v. Germany.
    - vi. Reparations—U. S. opposes Russian policy of "Reparations from current German production" (e.g. steel) since needed raw materials would be obtainable only via American and British investments which would indirectly be financing German reparations to Russia.
  - e. *Suggested Questions for Discussion:*
    - i. How can German economic recovery be promoted with adequate safeguards against her becoming a future aggressor?
    - ii. What role can the United Nations play in assuring such protection?

- iii. How can we best eradicate the roots on which Nazism has thrived?
- iv. Why does Sec. Marshall favor a long-term 4-Power Alliance against Germany?
3. *Control of Atomic Energy*
  - a. *Background*
    - i. The first wartime use of the atomic bomb occurred over Hiroshima Aug. 6, 1945 and Nagasaki Aug. 8—a weapon of annihilations.
    - ii. Atomic energy can be harnessed as a tool for vital productive and therapeutic purposes. It will bring a new source of power into areas devoid of coal and water power. "By its magic, electric motors will hum in the desert, underdeveloped regions lacking adequate power sources in the Southern Hemisphere will, through industrialization, be able to lift their populations to new levels of living. In already industrialized countries like the U. S., atomic energy within a decade will begin to replace coal in areas to which fuel transportation is difficult." Arthur H. Compton in "United Nations World" Feb. 1947, p. 21.
    - iii. Uranium ore deposits from which U-235 is produced, exist not only in the U. S. and Canada but also in Czechoslovakia, Manchuria, Africa, etc. 400 tons of U-235 have the power equivalent of 900,000,000 tons of coal. One pound of U-235 equals 11 million kilowatt hours.
    - iv. Although the U. S. now has the secret for the production of atomic power our scientists are convinced that in a few years other nations will arrive at a similar "know how." (Plants at Oakridge, Tenn. and Hanford).
  - b. *Present Situation*
    - i. On Dec. 30, 1946 the report of the UN Atomic Energy Commission (11 members of the Security Council and Canada) was adopted 10-0 (Russia and Poland abstaining).
    - ii. The Report provides for (a) Single, unified international agency for control and inspection of the sources and use of atomic energy. (b) Transitional period with "effective safeguards to protect complying states against hazards of violation." (c) "Elimination of atomic weapons" only after evolution of effective international safeguards. (d) No veto power for any nation in enforcing decisions on atomic energy.
    - iii. Russian plan (A. A. Gromyko) proposes (a) International



prohibition of atomic bombs (b) Transfer of existing atomic materials plants to international management "immediately." (This implies that U. S. would relinquish its present control over Oak Ridge and Hanford prior to execution of effective international safeguards.) (c) Retention of veto over "inspection in cases considered inappropriate for majority decision." (d) Enforcement "within the framework of the Security Council" where each of Big 5 has veto power.

iv. Result: Agree to disagree.

c. Note: Warren R. Austin (U. S. rep. on Security Council) has replaced B. M. Baruch on United Nations Atomic Energy Commission (Jan. 1947).

Nomination of D. M. Lilienthal as chairman of U. S. Atomic Energy Commission is now before the U. S. Senate for confirmation.

d. *Suggested Questions for Discussion:*

- i. How can we control the destructive force of atomic energy and permit mankind to secure the benefits of its constructive potentialities?
- ii. Should the U. S. destroy its bombs and yield its atomic secrets before an adequate international system of safeguards is in operation?
- iii. How can there be an agreement on international inspection free from possible interference by sovereign nations?
- iv. Can there be effective enforcement of "atomic law" with the Big 5 retaining the veto on atomic decisions?

4. *U. S. Foreign Policy in Mediterranean: Greece and Turkey*

a. Background of President Truman's New Foreign Policy:

- i. War-devastated Greece, facing economic collapse and possible civil war, appealed for U. S. financial aid "and other assistance necessary to enable the civil and military" power to "restore internal order and security."
- ii. Greece has failed to crush terrorist civil war activities of communist-inspired guerrilla bands particularly along northern frontiers facing Albania, Yugoslavia, and Bulgaria (External activities are being investigated by a commission sent by UN.)
- iii. British notified us of inability to continue (beyond March 31) financial aid and policing of Greece with 10,000 British troops.
- iv. Greece is the only Balkan nation outside the Soviet sphere of influence.
- v. Turkey's control of Strait of Dardanelles has been traditionally considered by Russia as a "bottleneck" outlet to Mediterranean Sea.
- vi. In 1946, Turkey (with Anglo-American backing) rejected Russia's demand for military bases in Dardanelles; today her

army is mobilized at Russo-Bulgar border prepared to resist any future Soviet move.

vii. Interest of Britain and U. S. in strategic oil reserves of Middle East (Iraq, Iran, and Saudi Arabia).

b. *Significant Points in Pres. Truman's Speech of March 12:*

- i. "This is no more than a frank recognition that totalitarian regimes imposed on free peoples, by direct or indirect aggression undermine the foundations of international peace and hence the security of the U. S."
- ii. "The government of the U. S. has made frequent protests against coercion and intimidation in violation of the Yalta Agreement in Poland, Roumania, and Bulgaria."
- iii. "One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression."
- iv. "The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio, fixed elections, and the suppression of personal freedoms."
- v. "The world is not static, and the status quo is not sacred. But we cannot allow changes in the status quo in violation of the Charter of the United Nations by such methods as coercion, or by such subterfuges as political infiltration."
- vi. "If Greece should fall under the control of an armed minority, the effect upon its neighbor Turkey, would be immediate and serious. Confusion and disorder might well spread throughout the entire Middle East."
- vii. "I therefore ask the Congress to provide authority for assistance to Greece and Turkey in the amount of \$400,000,000 for the period ending June 30, 1948."
- viii. "In addition to funds, I ask the Congress to authorize the detail of American civilian and military personnel to Greece and Turkey at the request of those countries. . . ."
- ix. "The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive. The free peoples of the world look to us for support in maintaining their freedoms."

c. *Suggestions for Discussion:*

Any of the 9 points in (B) cited from Pres. Truman's address.  
 Abraham Leavitt, editor  
 William Rieker, associate  
 Geraldine Saltzberg, associate  
 Benjamin Starr, associate and  
 chairman of committee



## The Antiquarian's Corner

### MIXING MURDER WITH PHILOLOGY: II

Eugene Aram (1704-1759) belongs to the group of scholars known as autodidacts, men like Schliemann and Grote, who by a rigorous method of self-discipline mastered an amazing amount of knowledge. Receiving no formal education after the age of thirteen, young Aram devoted himself to the books in his father's library until he was able "to manage quadratic equations and their geometrical construction."

#### ARAM THE SELF-TAUGHT SCHOLAR

At the age of sixteen Aram worked as a bookkeeper in London. In his spare time he studied poetry, history and antiquities. When he was not yet twenty, he became a teacher in Netherdale, Yorkshire, near his native village of Ramsgill. Perceiving the deficiencies in his education, he applied himself to grammar which he learned by memorizing a text. He described his method in a letter from which the following excerpt is taken:

*"The task of repeating it every day was impossible, while I attended the school, so I divided it into portions; by which method it was pronounced thrice each week: and this I performed for years."*

Using the same memoriter method, Aram then studied Latin and Greek. "I remember to have, at first, hung over five lines for a whole day; and never, in all the painful course of my reading, left any one passage, that I did not, or thought I did not, perfectly comprehend."

In this manner Aram went through the Latin classics and then ventured upon the Greek authors, reading Hesiod, Homer, Theocritus, and the tragic writers. Max Pemberton, a most severe critic, who characterized Aram as a "very Jekyll of learning if a Hyde of crime,—a merely brutal murderer, who obviously had been a thief for many years," thought that he was "by day, a patient schoolmaster; by night a prowler in the company of ruffians." Yet, one wonders how Aram found time for nocturnal extra-curricular activities in the face of so heavy a self-imposed program.

In 1734 Aram moved to Knaresborough, Yorkshire, where he was

1. "The Truth About Eugene Aram" in *Great Stories of Real Life*, (An anthology published by Loring & Mussey, Inc., New York: no date).

## THE ANTIQUARIAN'S CORNER

the steward of a small estate and taught privately. "A greedy epicure of knowledge," he devoted himself avidly to Hebrew which he learned from eight grammars until he could read the *Pentateuch* in the original. In 1745 he hurried away to London where he taught Latin and writing in exchange for French lessons. Neglecting no opportunity for self-improvement, he continued his studies of history and antiquities, learned heraldry, became an expert in botany, dabbled in Arabic and found Chaldee easy.

#### ARAM THE SCHOOLMASTER

In an age of rigid disciplinarians, Aram was kind to his pupils. Bulwer-Lytton was impressed by this side of Aram's character. He had learned about it from first-hand evidence since Aram had once taught the younger children in the family of the novelist's grandfather. In the preface to the 1840 edition of the novel, Bulwer-Lytton wrote:

*"An invariable gentleness and patience in his mode of tuition—qualities then very uncommon at schools—had made him so beloved by his pupils at Lynn, that, in after life, there was scarcely one of them who did not persist in the belief of his innocence."*

Among Aram's pupils at Lynn was James Burney, later an admiral, the son of the renowned musician and scholar, Charles Burney, and brother of Fanny, the authoress of *Evelina*. James Burney also remarked on the kindness of Eugene Aram to his pupils. The Reverend Anthony Hinton wrote that Aram was so gentle that he would pick up a snail or a worm in the garden path and place it where it could not be stepped upon. One is reminded of a similar scene in the film *M. Verdoux*.

Aram was an usher or assistant to the headmaster in the municipal grammar school at King's Lynn when he was apprehended for murder. The school was situated in the Charnel Chapel over the butchers' quarters and consisted of one large room with a closet for books and a withdrawing room for the usher. The out-of-classroom duties expected of teachers of Aram's day may be learned from a notice in the *Ipswich Journal* of April 21, 1759 informing the public of a presentation of Terence's *Adelphoe* given by the pupils of the King's Lynn grammar school.

Aram's salary was about £20 yearly which he supplemented with private lessons. "Unhappily he was a scholar, and then as now, the scholar's lot is one of poverty," Eric R. Watson observed in his



treatment of the case.<sup>2</sup> Some have seen in Aram's poverty and his inability to rise in the academic world because he lacked social position and a degree, the motives for his slipping into crime.

Bulwer-Lytton leans to this explanation. In the novel, the unhappy scholar cries out:

"And all this while I was thus grinding down my soul in order to satisfy the vile physical wants, what openings into new heavens of science, what chances of illuminating mankind were forever lost to me. . . . Was I to show the sores of my pride, and strip my heart from its clothing, and ask the dull fools of wealth not to let a scholar starve?"

Aram of course chose an unjustifiable method of illuminating mankind by obliterating one of its members. Elsewhere in the novel he suggested a means of aiding scholars which he might have pursued further:

"It is well for a country that those sciences should be cultivated; they are not of a nature which is ever lucrative to its possessor—they call, perhaps, more than any other species of intellectual culture, for the protection of a government."

#### ARAM THE PHILOLOGIST AND ANTIQUARIAN

Aram's contributions to the non-lucrative sciences are contained in Watson's book and in a pamphlet entitled in the lengthy manner of a more leisurely age, *The Trial and Life of Eugene Aram; Several of His Letters and Poems; and His Plans and Specimens of an Anglo-Celtic Lexicon with Copious Notes and Illustrations, an Engraved Fac-Simile of the Handwriting of This Very Ingenious But Ill-Fated Scholar*.

2. *Eugene Aram, His Life and Trial*, by Eric R. Watson, (Edinburgh and London: William Hodge and Co., 1913).

3. Printed by and for M. Bell, (Richmond, England, 1832). No author is given but the style bears a marked resemblance to that of Bulwer-Lytton's novel. The reader who can spare the time will be interested in the language of this defense of Aram: "He (the editor of the pamphlet) cannot believe that a man of modest manners and retired habits . . . a man that was such a greedy epicure of knowledge in all its various departments—a man who appears to have lived only for the single purpose of enriching his mind with the treasures of literature—whose sole delight was in holding converse with the venerable sages of antiquity:—He repeats, even though he stands alone—that he cannot, he will not believe that such a man actually imbrued his hands in human blood."

We possess only the prefatory essay of the plans for a *Comparative Lexicon*. In the course of writing short articles on the origin of words, Aram had noted, with great originality, that there was a relationship between Celtic and other European languages. He also rightly observed that Latin was not derived from Greek but that both stemmed from a common ancestor. In these discoveries Aram was far ahead of the most learned philologists of his time.

The pamphlet contains a delightful antiquarian piece on two quaint English pastoral customs, "*The Mel Supper and the Shouting of the Churn*." Aram compared them to similar customs among the Greeks and Hebrews. He noted a resemblance to the harvest festivals mentioned in the *Old Testament*, especially to the "shouting of the fruits" in Isaiah.

#### ARAM A SCHOLAR TO THE END

Aram remained the scholar to the very end. While in prison he asked for John Burton's book on martyrs, the *Monasticon Eboracense*, a copy of *Catullus*, and a *Welsh Dictionary* "to divert the tediousness of these hours." At the request of the Vicar of Knaresborough he wrote a story of his life and included his literary pieces. He asked literary critics to "reflect that I have neither books, papers, nor any other material to assist me—every quotation, all I produce must be entirely derived from memory alone, and I beg them to make generous allowance for the inaccuracies I fall into—unavoidable in this situation."

"This situation," surely an ironical euphemism, meant that Aram was a prisoner in York Castle. What a complex character was his! The hangman's noose was awaiting him as he discoursed with charm and grace on subjects "more curious than useful."

Aram, defending himself without counsel, summoned to his aid all his vast scholarship. He made a celebrated speech which is admired to this day. The style, like that of Burke's speeches, was modeled on Cicero's orations, but Aram lacked the persuasive forensic techniques that the others knew so well how to use.

"No, My Lord," Aram pleaded, "I concerted no schemes of fraud—projected no violence—injured no man's person or property:—My days were honestly laborious—my nights intensely studious . . . That any person, after a temperate use of life, a series of thinking and acting regularly, and without one single deviation from sobriety, should plunge into the very depth of profligacy, precipitately and at



once, is altogether improbable and unprecedented, and absolutely inconsistent with the course of things,—Mankind are never corrupted at once;—villainy is always progressive, and declines from right, step after step, till every regard of probity is lost, and every sense of moral obligation totally perishes."

The judge admired Aram's reasoned language but contended that he "had yet alleged nothing to invalidate the positive evidence against him."

In dying, Aram achieved a strange distinction totally unwanted by his fellow-antiquarians. "That a philologist should commit pre-meditated murder and expiate it on the gallows was long unique until the nineteenth century produced a parallel in Ruloff," is the judgment of Watson.

Ruloff? Another philologist gone wrong? The Antiquarian will look into this.

MORRIS ROSENBLUM

Samuel J. Tilden High School

#### A THOUGHT FOR THANKSGIVING

Some hae meat and canna eat;  
And some would eat that want it.  
But we hae meat, and we can eat,  
Sae let the Lord be thankit.

—Rob't Burns.

(This characteristic "Grace before meat" was uttered at the table of the Earl of Selkirk in the late 18th century.)

## High Points

### WE MUST NOT FAIL

Favorable reports from school children and their parents would count in favor of extra salary under a proposed New York State definition of an "exceptional teacher." The suggestion is offered that schools keep report cards on teachers.—*News item.*

I watch my step with utmost care,  
I do not want it said  
That I am one who easily  
Can lose his foolish head.  
A pupil looked at me askance—  
One shouldn't take it hard,  
But it was misery to wait  
Until I saw my card.

I choose my neckwear cautiously  
To match my every shirt.  
I do not take the slightest risk  
Of having pupils hurt.  
But once the knot was poorly tied,  
And then I took it hard,  
And it was difficult to wait  
Until I saw my card.

My hair is combed to fit the style,  
With barber shop finesse.  
The students never see my head  
Disheveled to a mess.  
But chalk dust fell upon my sleeve—  
I brushed it very hard,  
Yet what an agony it was  
Until I saw my card.

I enter classrooms with my face  
A-smiling and a-glitter.  
I do not want the younger set  
To feel morose or bitter.  
But once a bunion made me sad,  
And standing straight was hard.  
The greatest torment was my lot  
Until I saw my card.



No longer do I reprimand  
For lateness to the class,  
And I am always lavish when  
A pupil wants the pass.  
One day I made a cut-card out—  
Then it was really hard,  
The torture that destroyed my peace,  
Until I saw my card.

Should I go round inflicting pain?  
Why, when I give a test,  
A hundred's what I mark the first,  
And likewise all the rest.  
But once I gave a 99—  
They gave it to me hard.  
I asked for peace in Bellevue,  
Until I saw my card.

I do not give a bit of work—  
The students hate confinement—  
And that is why they never fail  
To do each day's assignment.  
But once I pleaded, "Bring your books"—  
Their eyes were mean and hard.  
I did not know how kind they were,  
Until I saw my card.

I give the pupils frequent gifts,  
And all the parents, too.  
It's not good pedagogy now  
To have the children blue.  
One day I overlooked a name,  
And nothing was as hard  
As waiting with my spirit crushed,  
Until I saw my card.

I'm getting pale and worn with care,  
I cannot stand the strain.  
I find it difficult to bear

The anguish and the pain.  
I'm leaving teaching now with glee—  
The life is very hard,  
And I can hardly wait to see  
My miner's union card.

JACOB C. SOLOVAY

Fort Hamilton High School

### A MAGAZINE UNIT FOR SLOW READERS

For the harassed English teacher of slow classes, in search of attractive and effective materials of instruction, the current periodical can provide many new directions.

As the initiated know, most of the texts now in use for slow readers suffer from these defects:

1. They emphasize merely the techniques of reading; for example, "getting the meaning," "finding the main idea," "locating important details," "providing headlines," etc.
2. They are for the most part fragmentary, based upon paragraph units.
3. They tend to ignore the personality of the slow student.
4. They ignore the fact that the slow reader is an adolescent, and emotionally as mature as the superior student.
5. Most serious of all, they lack continuity and cannot easily be translated into worthwhile culminating activities.

To overcome these handicaps, an effective reading program for slow students must take advantage of certain basic adolescent drives, such as hero-worship, love of adventure, romance, exploration of environment, etc. Reading materials must, in addition, be within the comprehension of the slow student, lucid in style rather than literary, and couched in familiar idiom. They must be short, provocative, and varied in content. Of paramount importance is the requirement that the reading unit must have sufficient intrinsic interest in order to provide many opportunities for constructive follow-up activities.

It is in the current periodical that I find a significant number of these pedagogical criteria satisfied. I should like to describe one such experiment in detail.

**A UNIT FROM LIFE.** I selected the February 17th issue of *Life* magazine as the basis for my first reading project to be conducted in two slow first term classes. Three articles in this issue impressed me as ideal reading material for my slow students, first, because they were appealing from the viewpoint of subject matter, and secondly,



because they offered excellent opportunities for further discussion, exploration, and application—activities which vitalize the work of the slow English class. I refer, specifically, to the excellent review of the movie, *The Yearling*, with its possibilities for discussion and analysis of other outstanding films; the article on sports, *King of the Mile*, a subject which needs no build-up with high school students; the detailed study of New York's foreign population entitled, *Peoples of New York*. The last mentioned article became the focal theme in a Tolerance Unit which utilized other reading materials culled from an essay in *The English Journal*, January, 1940, entitled, *Developing World Friendship through a Study of Immigrants*. During a library period, especially set aside for the purpose and supervised by the teacher, students were invited to withdraw any of the following books (referred to in the article in *The English Journal* and supplemented by our own librarian, Miss Sheehan):

Kelly .....	<i>Little Aliens</i>
Arliss .....	<i>Up from Bloomsbury</i>
Carnegie .....	<i>Autobiography of Andrew Carnegie</i>
Eaton .....	<i>Immigrant Gifts to American Life</i>
Kang .....	<i>East Goes West</i>
Muir .....	<i>Story of My Boyhood and Youth</i>
Mukerji .....	<i>Caste and Outcaste</i>
Panunzio .....	<i>The Soul of an Immigrant</i>
Patri .....	<i>Schoolmaster of the Great City</i>
Patri .....	<i>Spirit of America</i>
Pupin .....	<i>From Immigrant to Inventor</i>
Steiner .....	<i>On the Trail of the Immigrant</i>
Steiner .....	<i>From Alien to Citizen</i>
Sugimoto .....	<i>A Daughter of the Samurai</i>
Ravage .....	<i>American in the Making</i>
Washington .....	<i>Up from Slavery</i>
Yeziarska .....	<i>Hungry Hearts</i>
Adamic .....	<i>From Many Lands</i>
Antin .....	<i>The Promised Land</i>
Corsi .....	<i>In the Shadow of Liberty</i>
Zangwill .....	<i>Melting-pot</i>
Wade .....	<i>Pilgrims of Today</i>
Bok .....	<i>Americanization of Edward Bok</i>
Phillipson .....	<i>Letters of Rebecca Gratz</i>
Geitzman .....	<i>When I Was a Girl in Sweden</i>
Stern .....	<i>My Mother and I</i>
Building America Vol. 6 #1 .....	<i>"We Americans"</i>

I cannot claim that *all* my students participated fully in every activity connected with this unit which began with the reading of

## SLOW READERS

a magazine article and culminated in individual reports on contributions of immigrants to our land. Yet this was precisely its value, that the material used possessed sufficient elasticity and variety to enable students of varying abilities even within the S grouping to participate on their own levels. To summarize the benefits derived:

1. The discovery and use of materials specially adapted to the interests and abilities of adolescents, and capable of developing not only reading skills, but *an interest in reading*.
2. An opportunity to use reading materials *sufficiently vital to provide a springboard for worth-while follow-up activities*, thus introducing an element of unity into the work of the slow English class.
3. An opportunity to satisfy individual differences within the S class, enabling the better reader to read more freely and more widely.

SUGGESTED UNITS. With the same pedagogical purposes in mind which I have previously elaborated upon, I wish to recommend the March issue of *Reader's Scope*. This issue offers an abundance of material, no fewer than 16 articles, any one of which could become the nucleus of a sequence. I should in this instance merely like to indicate the variety of articles in this issue suitable for slow English classes, the general subject matter of each, and the type of unit capable of being developed:

1. *Something in a Size 8 Hat*. (Shopping idiosyncrasies) (Unit on Humor)
2. *The Interruption* (Mystery story) (Unit on Horror Story)
3. *Working Mom's Way Through College* (Wholesome family relations, worthwhile goals) (Unit on The Family)
4. *The Treasures* (Tolerance) (Unit on Democracy)
5. *Man Who Conquered Devil's Island* (Reforms in the penal system—unit on Humanitarian Advances in Our Time)
6. *Mighty Maestro* (Current biography of Leonard Bernstein, musical prodigy) (Unit on Music)
7. *Calm Down and Live* (Safety program for avoiding automobile accidents) (Unit on Safety in the Home)
8. *Uncle Sam's Gold Mine* (Riches of Alaska) (Unit on Travel)
9. *Miracle Drugs for the Dying* (Science in Russia) (Unit on Scientific Advances of Our Time)
10. *Grandma Is Boss* (Study of a Chinese matriarch from New York's Chinatown) (Unit on Understanding Our Neighbors)



11. *The 8 Ball Pays Off* (Current biography in Billy Rose's inimitable style) (Unit on Representative New Yorkers)
12. *Battle of the Birds* (Starlings, a menace) (Nature Unit)
13. *He's King of the Diamonds* (Adventure in the mines of British East Africa) (Unit on Travel)
14. *Hail to the Chief* (History, interesting facts on the office of the Presidency) (Unit on Cabinet Officers)
15. *Here's Morgan* (Biography of popular radio comedian) (Unit on Popular Radio Comedians)
16. *Man Who Lived in a Whale* (Adventure) (Unit on Adventure at Sea)

It is important to remember that the use of any magazine calls for judicious selection and its supervised administration.

May I conclude by noting that the use of the current periodical in the slow class has proved a vitalizing force for the following reasons:

1. As an ever new source of varied reading materials adapted to the interests and abilities of slow students.
2. As the basis for a more flexible approach to the whole problem of the slow student in so far as it lends itself to the multiple activities of unit planning (research, discussion, writing, application, etc.)—this, in contrast to the limited possibilities of most of the technical reading texts now in vogue.
3. As a challenge to the development of reading interests, in preference to a mere preoccupation with techniques and skills.

DORA S. BARMACK

Straubenmuller Textile High School

### FOR WHOM IS EDUCATION REAL?

According to the article\* written by Edward Reich, education is not real for the students of secondary schools. I would like to add that it is just as unreal for the students of the junior high schools. For years we have realized this; yet very little has been done to remedy this situation.

According to statistics, approximately 20 percent of the present junior high school students will ultimately complete a college education. What will be done for the other 80 percent? More than three fourths of the latter will leave school after the 4th term. These people are 16 or 17 years of age. Their sole desire is to earn money and be self-sufficient.

\* *High Points*, May, 1947, p. 38.

### FOR WHOM IS EDUCATION REAL?

What has the junior high school done to have these individuals become useful citizens of a democracy? It has taught them French or Spanish, but knowing no Frenchmen or Spaniards, the graduates find no practical value in these studies. They are given a background of various shops, but after their adolescent curiosity has been satiated, nothing further is done about it.

Their reaction to mathematics is "we never could get mathematics." Most students consider their education successful if they are able to add accurately a column of numbers. The most utilitarian function of mathematics is to see that the grocery clerk is honest. Even this has very little significance today, because most cash registers do the adding for the clerk.

**SCIENCE AND THE VACUUM.** Science seems to be the biggest stumbling block to the adolescents' progress. No one cares what may be the composition of air. We don't teach Ohm's law, but Archimedes' principles get a big play. After being graduated from a junior high school, a student should know why a battleship floats.

For years science teachers have bellowed about practical examples. All have agreed that principles should be minimized and that students should know how things about us operate and function. Undoubtedly this is in the right direction, but it also has its abuses. For example, many teachers show how an electric motor operates a street car; yet New York City has practically eliminated all surface cars! We show how vacuum cleaners work, demonstrating the use of decreased air pressure. But underprivileged students do not have a vacuum cleaner at home and are not interested in its use.

Case after case may be cited. John Doakes, the junior high school student, eventually becomes so befuddled that he wants to enter a new world—the world of business.

**CONSUMERS.** Education has done very little for this individual. "What should we do?" The answer lies in the fact that all men are directly or indirectly producers and consumers. On the production side of the ledger, skills and techniques are taught and learned. The actual learning process is rapid, because a job depends on it. As a consumer, these individuals are constantly being cheated. They have to learn the hard way—by experience. Intelligence in making purchases is just as puzzling to them as finding two unknowns in an algebraic equation.



Considering all the above conditions, I felt that general science was an excellent course for college preparation, but was wasteful for the average or slow learner.

**A NEW COURSE.** I felt that we ought to provide a course in which students have the opportunity to discuss frankly the various purchases made throughout their lifetime. I know the criticism that these people are too young to be consumers. Actually, parents know differently. The child asks for an article and the parent purchases it. Many times, the parent is no better qualified as a sensible consumer than is his offspring.

With this in mind, I evolved a course of study which would meet the needs of the average or slow learner. With the approval of Dr. Maurice U. Ames and my immediate supervisors, this plan was put into effect and has functioned successfully for the past year.

The objects of the course are to train students to make sensible purchases, to be scientifically critical of advertising, and to protect themselves against high pressure salesmanship and dishonest merchants. Individual differences, social and economic standards altered many conclusions. The reader should understand that this course runs parallel to the general science syllabus now in use. The following topics were presented.

#### 9A

##### AIR

- composition
- properties of gases found in air
- fire prevention
- air pressure

A minimum amount of information for general knowledge.

##### WATER

- composition
- purification
- water pressure

Emphasis upon water in relationship to our health.

##### ELECTRIC LIGHTS

- incandescent lights
- fluorescent lighting
- argon and neon advertising signs
- sealed-beam headlamps
- sodium-filled lights
- mercury-vapor lamps

#### FOR WHOM IS EDUCATION REAL?

- infra-red and ultraviolet lamps
- x-ray
- cathode-ray tubes

To have the students understand what they come in contact with in their everyday experiences.

##### JEWELRY

- watches—movements and cases
- alloys
- 14K gold—18K gold
- white gold
- gold-filled
- gold-plated
- stainless-steel backs
- rolled-gold plated
- 1/20—14KGF or plated
- differences between American and Swiss movements
- replacement of parts
- reputations of well known names
- contracts

Installment purchases versus cash; carrying charges; complete reading and comprehension of contracts.

##### COSTUME JEWELRY

- composition
- original design
- mass production
- handmade versus machine-made articles
- simulated gems vs. rare gems
- glass substitutions
- synthetic stones
- cultured pearls
- simulated pearls
- matched pearls

Millions of dollars per year are spent foolishly in this market.

##### CLOTHING

- differences between costly clothing and cheaper clothing
- labeling
- wool—cotton—rayon content
- virgin wool
- reprocessed wool
- reused wool
- by-products of wool
- lanolin
- floor wax; shoe polish
- beauty preparations
- yarns
- weight



rough strength  
woven material  
drinking and sponging processes  
drinking

drinking  
drinking

hand-tailored button holes  
machine-cut versus individual-cut clothes  
silk threads  
sizing of pockets

drinking

rayon and acetate linings  
care of fittings

The students should have sufficient knowledge to obtain dollar for

drinking

## FOOD

罐装 products  
labeling laws  
size and quality  
meaning of U.S. before a grade  
finner-food products

## MEATS

prime  
choice  
good  
commercial  
utility  
ungraded

Pure Food and Drug act

relations

circumvention of the law

The student should understand quality, size, and helpful labeling of goods.

## AUTOMOBILES

general idea of driving a car  
action of a four-cycle engine  
purchasing a new car  
use of a check sheet  
quality for a price range  
safety in driving a car

To acquaint the students with the most common American machine.

## WEATHER

basic weather instruments  
how weather affects man

## COUSING

drinking

## FOR WHOM IS EDUCATION REAL?

hot water, hot air, steam heat  
types of fuels  
refrigeration—air conditioning  
coal  
oil  
gas  
insulations

rock wool  
fiber glass  
asbestos  
weather stripping  
caulking  
construction of a home  
fireproofing  
mortgages—amortizations

To assist the students to purchase homes and understand the problems involved.

## FOOTWEAR

price  
durability  
types of leather  
lasts  
weatherproofing  
tanning processes  
styles

## FUR CLOTHING

dyeing  
substitution of furs  
incorrect labeling  
durability  
prices  
degree of warmth  
styles

## HOSIERY

nylon  
cotton  
silk  
wool

## FAULTY ADVERTISING

dishonesty of merchants  
essential information withheld  
added charges written or printed in very small type  
To complement this study, a program of visual instruction was added.



The following films may be used in this field. (16 MM—sound; free films)

## MAGNESIUM

Bureau of Mines Experimental Station

## ELECTRIC LIGHTING AND APPLIANCES

From Now On GE Company  
Magic of Fluorescence GE Company  
Television RCA  
Exploring with X-ray GE Company

## REFRIGERATION AND FOOD

As Always GE Company  
Chicken of the Sea Van Camp Sea Food Company  
New Foods Make the News YMCA

## AUTOMOBILE

American Miracle GM Corporation  
Horse Sense vs. Horse Power AAA  
Making a V-type Engine Bureau of Mines Experimental Station  
Stop that Car AAA

## HOUSING

Prefabrication with Plywood  
Douglas Fir Plywood Association  
Brick and Stone Masonry  
Structural Clay Products Institution  
Design and Construction of Three Small Houses  
F.H.A.  
Fabricating the Western Pines  
Western Pines Association

## SHOES

Leather Belgium Information Center  
Story of Leather Tanners Council of America

## CLOTHES

Botany Clothes the Nation YMCA Motion Picture Bureau  
Facts About Fabrics Dupont  
What Shall I Wear? Chicago Board of Education  
Woolen Yarns GE Company  
Irish Linen Irish Linen Guild  
Personal Investment Hart Schaffner & Marx

MORRIE B. DANIELS  
ARTHUR S. SOMER

Junior High School  
252 Brooklyn

## A IS FOR ATOM

One of the metropolitan newspapers recently reported an experience a New York plumber had with the Bureau of Standards in Washington. The gentleman wrote that he had found hydrochloric acid good for cleaning out clogged drain pipes.

The bureau replied: "*The efficacy of hydrochloric acid is indisputable, but the corrosive residue is incompatible with metallic permanence.*"

The happy plumber replied he was glad the bureau agreed with him.

The bureau, intent on spoiling the taxpayer's pipe dream, came back with: "*We cannot assume responsibility for the production of toxic and noxious residue with hydrochloric acid and suggest you use an alternative procedure.*"

When the plumber still appeared blissfully unaware of the bureau's true advice, the flustered bureaucrat finally exploded: "*Don't use hydrochloric acid. It eats hell out of the pipes.*"

Unless Washington stops its circumlocutions, some Congressman will have to ask for an investigation of the English language, obviously a most desirable step if it can uncover the culprit who is subverting our American plumbers. A collateral result of such an investigation might even be the publication of a *New English Primer* to keep step with the philological eruptions that plague our mother tongue almost daily.

The men who first split the atom were hardly less timorous than the mischievous soul who first split the infinitive. The repercussions from the latter event can still be heard around. The chain reaction has even reached our courts, where a justice of the Court of Special Sessions challenged a prosecutor on the use of the word *peremptorily*. "*Peremptorily* is a terrible word," the jurist ruled. "Some have difficulty spelling it. Many can't pronounce it. Submit some other word."

The prosecutor was nonplussed. Invoking the help of the shades of Coke, Blackstone and Mr. District Attorney didn't work either. Finally, the three learned judges put their heads together and came up with a word that opened a new era in law. "*Final* is a good word," they announced, "*peremptorily* means *deadly, decisive, final, conclusive* or *absolute*. *Final* is *final*." And another atom was split. Things are not much better in England, however, where an indig-



nant writer to the *Times* complained about a new and "mongrel" word which he claimed had "sullied the dispatches of one of our most distinguished generals," the word being "beach-head." The writer went on to say: "It is certainly not English, and it is not sense, either. The phrase *tete-du-pont*, or bridgehead, has a definite meaning and a respectable ancestry. May I suggest (if a new word is wanted) *beach-hold*, on the analogy of *stronghold*."

The writer to the *Times* was at least spared the ultimate apoplectic fit which would most certainly have come to him had he been present at a Hollywood story conference on the filming of James Thurber's they announced; "*peremptorily means deadly, decisive, final, con-The Secret Life of Walter Mitty* during which Samuel Goldwyn was reported to have said of the first draft of the story: "*I don't like it. It's altogether too blood and thirsty.*" Or his complain that "*Every Tom, Dick and Harry is named William.*"

But to whom can the lexicographer sitting in his uneasy chair write? If we shared the Britisher's indignation, could we write to the President of the United States, a man almost as important as the editor of the *Times* of London? What would that limpid purist think of our presidents if he were to read E. E. Cummings's little poem:

*the first president to be loved by his  
bitterest enemies is dead  
the only man woman or child who wrote  
a simple declarative sentence with seven grammatical  
errors "is dead"  
he's  
"dead"  
if he wouldn't have eaten them Yapanese Crabs  
somebody might hardly never not have been unsorry,  
perhaps.*

The identity of the president eulogized is unimportant. He was known perhaps more famously for his political and moral errors, rather than his grammatical ones.

It's very likely that our plumber, once he gets over the bureaucratic hotfoot handed to him by that Washington Vizitelly, will try writing to the Secretary of the Interior in re: Alaska and our Eskimo wards. He may be moved to write that letter following a session with something like this:

"And John was clothed bighumpanimal hair and hadabelton a

A IS FOR ATOM  
piece of skin and did eat insects that jump and bees not tamed that which-  
beeseat."

This typographical nightmare, the learned Secretary might inform him, is the literal retranslation from the Inupiat of the King James version of St. Mark 1,6, "And John was clothed with camel's hair, and with a girdle of skin about his loins; and he did eat locusts and wild honey." If that selfsame plumber—and our English friend—should find that infinitely unintelligible, or "mongrel" English, there's hardly a doubt that they will prefer that to "ivigaumatigiluatagikpin," the word the Inupiat Eskimo uses for our "well pleased."

Let us return to the mainland for awhile; Columbia University has announced a new course under the impressive title of "The Psychology of Communication." The course will confine itself principally to the reasons why adolescents crave a secret, personal vocabulary. Parents may also begin wondering why their future presidents go about mouthing such classic vocables as: "So this heel came up to me and tried to *mooch* a skin. But I played *dead-pan* and *needled* him with *double-talk*. Finally I gave him the *bird*, and he knew he'd *laid an egg*." But this time the kids have respectability on their side because Webster's *New International Dictionary*, second edition, includes *all* the italicized words in its New Words Section. The actual Webster definitions of these words transform the same passage into:

"So this *contemptibly mean-spirited scoundrel* came up to me and tried to *cadge* a dollar. But I assumed a *completely expressionless countenance* and *vexed* him by *repeated gibes*, using a type of talk that to *all appearances is meaningful but is actually a mixture of sense and unintelligible verbiage*. I finally gave him a *jeering expression of disapprobation* and he knew his *performance had fallen flat*."

So, you takes your choice. If you're not an *icky* you'll favor the first or *hep* version. If an atom splinter has got into your long hair, you'll even bother to look up *jive* and *alligator*, *cheesecake* and *wolf*, *doghouse* and *googol*. The last term, by the way, will hardly be familiar to your pride and joy no matter how deep in the groove he may be. *Googol*, your next Webster's will tell you, is the figure "1" followed by a hundred ciphers! The word was suggested to his precocious uncle-mathematician by a little boy who just said he "guessed 'googol' would be a good name." The mathematicians have already spawned "googol-plex" on "googol," the new baby being



something a lot larger than its parent—if you need anything like it before March 15.

If English still seems to be the easiest language in the world to you, give some sympathy to the millions throughout the world who are trying to learn the language from pre-atomic textbooks in this atomic age. Forgive him his transgressions if the Japanese garage-man on the Pacific Coast paints a sign "Sudden Service." Or the Chinese student in America who confesses, "I love your American sayings, especially the one that goes: 'Blindness, insanity.'" Western translation, of course: "Out of sight, out of mind." Or the Japanese pediatrician who advertises: "Specialist for the Decease of Children," matched by the Chinese apothecary's: "False Eyes and Dental Plumb-ing Inserted by the Latest Methodists."

The ultimate in the *Orientation* of the English language could very well be the editorial which appeared in a Siamese newspaper:

"The News of English we tell the latest. Writ in perfectly style and most earliest. Do a murder get commit we hear and tell of it. Do a mighty chief die, we publish it, and in borders of somber. Staff has each one been to college and writ like Kipling and the Dickens."

Obviously there's nothing like a college education. One is led to conjecture on what a Bombay youth could have done with this letter had he been able to "writ like the Dickens":

"I beg to state," he wrote, "that I am in very uncomfortable circumfernces being the soul support of my fond brother's seven issue Konsisting of three adults and four adultresses."

The non-English-speaking Occident is not doing so well either with Mr. Churchill's favorite lingo. When the American forces tried to introduce baseball to the French, a great deal of verbal explanation was in order. If the following ever gets to Ebbets Field in Brooklyn, the impact may be even greater than that caused by Leo Durocher's debut there several years ago:

"The ground of play is a square disposed diagonally (called the diamond) with the lines going from the principal corner to the adjacent angles, prolonging themselves as far as the extremities of the field affected by the game. Each angle of the square (diamond) calls himself base. The base principal calls himself home-plate, and the others, successively in going from right to left, premiere base, deuxième base, troisième base. . . .

"The catcher (attrapeur) holds himself behind the homeplate (the corner principal) and he ought to seize the balle each time that she is pitched by the pitcher. Each base has his guardian. One has in this way the first baseman, the second baseman, the third baseman. Between the second and

## A IS FOR ATOM

third basemen finds himself the shortstop (le bloquer). The three basemen (les trois gardiens des bases) and the shortstop (le bloquer) have for function to arrest the balles batted by the team adverse to the interior of the diamond. They call themselves infielders."

"They call themselves infielders. . . ." reminds many a fan of something similar he was tempted to say when watching wartime baseball. Incidentally, the *Essai du Baseball* quoted from, which first appeared in the column *Views of Sport* written by Red Smith in the New York *Herald-Tribune* (February 26, 1947), is far more complicated than the excellent and very lucid exposition of baseball that appears in the *Encyclopedia Britannica*.

Sixteen years ago, before the fall of the atom, T. S. Eliot, while examining a similar situation, had this to say concerning what must be done:

"But in truth Dryden and Donne are both highly natural; and the merit of both is to have established a natural conversational diction instead of a conventional one. Each effected a revolution of the kind which has to occur from time to time, which will have to occur again in nearly measurable time, if the English language is to retain its vigour."

The revolution is long overdue. The English language, however, judging from the few eruptions reported, is not only retaining its vigor, but also its rigor. Mr. Eliot's revolution may more likely be an evolution, with spasmodic outbursts of guerrilla warfare along the linguistic front. For some people the English language reached its condition of purest crystallization somewhere about 1483. At that time William Caxton was reported to have said:

"... he comprehended hys mater in sort quyck and hys sentences eschewyng prolyxte castyng away the chaf of superfluyte and shewyng the pyked grayn of sentence uttered by crafty and sugred eloquence. . . ." of Geoffrey Chaucer. In all honesty it must be admitted that, except for the spelling, the English language has produced very little that is as clear and intelligible as Caxton's stricture, or as good as Chaucer's works in the conversational diction so highly prized by Eliot and many others.

One thing is certain. The change will not come through the schools, the citadels of our pre-atomic, ossified English language.

SAMUEL BECKOFF

Queens Vocational High School



## CLASSES FOR SPANISH-SPEAKING CHILDREN

In his recent radio address opening the present school year, Dr. Jansen said that one of the problems facing the New York City school system is the education of the Spanish-speaking children. Thousands of Puerto Ricans have come to this city in the past few months and many more will be arriving. They come from a country with poor economic conditions in the hope of finding better living conditions here. They are arriving by plane and bus, by boat and train.

In spite of their desire to raise their standard of living, whole families arrive only to find that they must share apartments with relatives in slum areas. Aunts, uncles and cousins now here are willing to harbor their relatives' children, but soon discover that the rising cost of living makes it almost prohibitive to give them decent food, clean living conditions and a wholesome family life. Puerto Ricans, hearing of the wealth of goods available to us, send their children to New York City.

These youngsters come to a strange environment with no money, a language difficulty and no security. They roam the streets after school hours because all the adults in the family are working. Boys and girls often share quarters with other children who are total strangers to them. The home is crowded; the community is a slum area with no recreational facilities on hand. Many of them become still more confused because they are shunted back and forth from one family to another either because they cost too much to support or because they can be used to increase the relief allotment received from the city. They are transferred from one school to another and never become emotionally or educationally secure.

This is just a background sketch of the Spanish-speaking pupils we are getting in our schools. This influx of new peoples differs from other immigration waves because these are American citizens although so many of them cannot speak English. We have the duty to teach them the American way of life and to make good, active citizens of them. The first problem we face is the language barrier. These children must learn how to speak English before they can learn other subjects and, since they resume the use of Spanish as soon as they leave the classroom, our job is that much more difficult.

**OUR SCHOOL ENROLLMENT.** We were faced with this problem in our school in the East Bronx a year ago. Miss Alice V. Mc-

## SPANISH-SPEAKING CHILDREN

Cormick, our principal, saw the increased enrollment of non-English speaking children, realized that the upward enrollment trend would continue, and recognized the need for special classes for these pupils. In September, 1946, she formed one special class. By the spring term we needed three classes and this September our enrollment has increased to 120 girls with more than 40 new admissions in less than a week. A check on the records of these pupils disclosed an educational background varying from those who have had no training at all and are illiterate to others who have had the required schooling for their age in Puerto Rico. Since ours is a Junior High School, we put these pupils into their proper chronological age class and group them within that class according to their background of knowledge.

There are two primary purposes kept in mind with these groups. In the English classes, the pupils are taught the basic essentials of the English language, both oral and written. When they have achieved an understanding of the language, they are placed in a regular class and follow the regular program. In the social studies classes, the pupils are given a background knowledge of American customs, government, history and geography, so that they may become better citizens. The work of all of these special groups is correlated with the regular program and integrated among themselves.

**METHODS AND MATERIALS IN ENGLISH.** The basic textbooks used in the English classes are *Learning the English Language*, Books I, II, and III published by Houghton Mifflin. Teachers' guides are provided with these books. To help give the teacher a background of understanding of the problem, we use *Basic English and Its Uses* by I. A. Richards and published by W. W. Norton and Company and *Learning Basic English* by Richards and Gibson and published by the same company. *The Pocketbook of Basic English* by Richards and published by the Pocketbook Company, and many children's books are used as supplementary materials.

Courses offered by the Board of Superintendents and by New York University are being given this semester to study this problem. However, we have been doing this work for a year with no course of study in the field and no books written for the Junior High School level. Our teachers have been doing an excellent piece of work while relying upon their ingenuity and background knowledge.



We have also received many helpful suggestions from Mr. Perry L. Schneider.

Our main approach in teaching method is to treat English as a foreign language for these children and to use some of the methods employed by teachers of foreign languages. The pupils begin with a basic vocabulary of everyday things with which they come in contact. From that point, school, home and community topics become the bases for vocabulary lists. Although both written and oral English are studied, there is a greater emphasis on understanding and expression in the oral field.

Our teachers have developed many devices for their work. They have hand-made flash cards of everyday items for recognition and drill, pictures and scrapbooks for vocabulary lists and illustrations, phonic drills for pronunciation. Spelling bees, games, riddles and clocks add interest and variety. Everyday scenes like going to the store or the bank, etiquette at a party or on a visit are re-enacted in the classroom. Some of the teachers use such devices as stars or commendations for those girls who speak English only during the day or a system of checks and crosses for those pupils who slip back into Spanish.

Seasonal posters, either commercial or original, are used as a basis for descriptive composition. Letters to former friends and pupils who have returned to Puerto Rico make the pupils proud of their own progress. The use of English synonyms for definitions instead of the Spanish translation increases oral and written vocabulary. Show-and-tell periods, radio programs, assembly programs, movies and anything with which the child comes into contact are utilized for oral expression and written composition. The pupils take pride in their ability to express themselves in their new language when they tell of their past life in Puerto Rico, their customs and their trips to this country.

As soon as they are capable of pronouncing the words and understanding the meaning, the pupils learn *The Star Spangled Banner*, the *Pledge to the Flag*, the *Preamble to the Constitution*. When they have acquired a sufficient working knowledge of English, the children are introduced to the literature of the grade.

Because of the large non-English-speaking population in our community, we had enough pupils to form one special class in each of the 7A, 7B, 8A and 8B grades. We use a differentiated curriculum for these grades so that pupils do not repeat work in going from one

## SPANISH-SPEAKING CHILDREN

At the end of each semester teachers in charge of a class present the teachers who will get that class the following term with an outline of the work they have covered, the progress the pupils have made and suggestions for individual needs and attention. In all of this work the procedures of the new program of education, including group work and individual attention and progress, are used. When pupils have advanced sufficiently beyond the basic essentials of vocabulary and speech, they are given a program of reading guidance until they can be placed in a regular class.

**SOCIAL STUDIES.** The basic textbooks used in social studies are *Little History of the U. S.* and *Little Geography of the U. S.*, both by Pyne and published by Houghton Mifflin. We received permission from Mr. Schneider to obtain the following materials from the Federal Government for supplementary use:—

1. Home study course in English and government
2. Our constitution and government
3. Simplified edition of our constitution and government
4. *The Day Family*, Books 1 & 2
5. *The Gardeners Become Citizens*, Books 1 & 2
6. *On the Way to Democracy*, Books 1 & 2
7. *The Rights of the People*, Books 1 & 2

These are excellent pamphlets, which help to prepare the girls for their future role as citizens of our country.

Since most of our pupils come to us with only a sketchy knowledge of the United States, we use only those parts of the regular syllabus which they can absorb. We expand our program into a broad knowledge of our country in the attempt to fill in that missing background. Much of this history is presented in a factual story-telling manner. The story of Abraham Lincoln and the *Gettysburg Address*, for instance, are correlated with the work in English. Coming holidays and events motivate further lessons.

The seventh year topic is the United States:—the functions of our government, its powers, duties, and branches; the *Constitution*, *The Declaration of Independence*, the *Bill of Rights* and the beginnings and founding of America. United States geography is considered in broad outline form and in its relation to the rest of the Americas and the rest of the world.



In the 8A grade social studies concerns itself with the over-all history of the United States, its growth, development and traditions, while concentrating on a few of the highlights. Geographical subdivisions and natural resources and beauty spots of the United States are included in this grade's work. The pupils are, also, given an over-all picture of Latin-American geography and the relationship of those countries with ours.

The 8B grade considers the contributions of the various countries, cultures and people to the development of the United States, with immigration as the starting point, and the geography of the countries from which these people came.

**SUMMARY.** Although English and social studies are the core of the curriculum of our Basic English classes, the groups follow a regular card program and travel from room to room during the day for their different subjects. In as many cases as possible, we try to use teachers who can speak Spanish to teach these classes: mathematics, science, art. They go to sewing and homemaking for the practical arts.

These special classes have an opportunity to meet other girls of their grade during club periods, health education programs, assembly periods, visual instruction, music appreciation. Such programming eliminates a feeling of isolation or segregation, since the students do not sit in class groups at these various assemblies. It also gives these pupils a better chance to become acquainted with our customs and habits.

Our principal difficulty has been to find material suitable for these classes. There seems to be a wealth of material available on the adult level, but little or no material for pupils of the junior high school age. Simple English appears in books on an interest level too immature. If the interest level is right, the vocabulary is too difficult. Therefore, improvisation has been the order of the day.

JEANETTE FLICKER

Junior High School 60, Bronx

### 'TIS TIME TO DRESS UP OUR SCIENCE COURSES

Did you ever pick berries? Isn't it true that you attacked the first bush in the field regardless of the quality and quantity of berries on the vine? You were content to get started. You sweated it out the hard way; then to your pained surprise you stumbled finally across

### SCIENCE COURSES

some fruitful vines with luscious berries begging to be plucked. Didn't you berate yourself for not exploring the entire field first before beginning to pick? A better crop would have been yours at a saving in time and energy.

**BERRY PATCHES.** Unfortunately, all life's activities are like that. Most of us pounce upon the first berry patch in life content with the meager pickings; sometimes, without even peering into the Promised Land.

Now, what has all this nostalgic moralization got to do with dressing up the courses in science? Simply this. The conscientious science teacher is submerged in the Regents sea of circumscribed requirements. Hence he has no time to "waste" on the niceties of science, such as the historical background, latest theories, advances, and underlying philosophy; material far more interesting and important than the prescribed scientific pabulum. Any scientific excursion from the beaten path is verboten. The science teacher attacks the first berry patch (the prescribed curriculum) and considers it an educational triumph to complete the term's work and get 100% of his classes to pass the Regents examinations. I've had this chesty feeling of satisfaction, but, believe me, it never compares with the feeling the students get after trying the procedure I want to suggest for consideration.

**MODUS OPERANDI.** A few days after the term has begun, I have on the demonstration table a few projects—the kind you have seen at the Museum Science Fairs. A graduated cylinder with a jagged edge is exhibited. I quickly and neatly cut off the cylinder by means of an electrical jig. The folks sit up and make laudatory comments. Next by flipping a switch and turning knobs, I can show the class the illuminated atomic structure of most of the common elements with their neutrons, electrons, and protons. Next by flicking another switch in an optical box the class sees a donkey. I then show extra large multicolored crystals. A word about their growth fires a good many of the students with the resolve to make bigger ones at home. Next, I call on someone to mention the most important insecticide, vitamin, plastic, or rubber substance. I exhibit these molecular structures with models made from tinker toys, buttons, wooden beads, etc. By this time the youngsters have shifted gears. Some one will invariably ask, "Who made these?" I answer, "Why, students like



you!" Then I throw these questions at them. "What average does one need to get into any decent college?" "How many could use a little extra credit to qualify?" "How many would like to get anywhere from 1 to 10 points tacked on to the final mark in this subject?" They catch on very quickly that making some project gives them extra credit. I now explain the rules.

#### Rules

1. Projects are entirely voluntary.
2. The student chooses his own project, preferably in the field of his major interest in college work. Thus, the future doctor will construct a model of an important sulfa drug and enjoy it to the very last atom. Naturally, an essay on the historical development of these miracle healers is a required concomitant.
3. Projects are to be submitted a week before the end of the final marking period.
4. Credit is assigned, from 1 to 10 points depending upon the ingenuity, time, and research spent in completing the project.
5. Consultation with the teacher is imperative. This takes place after regular periods so that no classroom time is spent.

**STRAWS FOR SCIENTIFIC BRICKMAKING.** Since very few students can initiate projects themselves, the teacher must come to the rescue. Every teacher worth his scientific salt has a collection of diagrams, circuits, projects, pictures of devices, processes, etc., which he has accumulated for years. Sources, to mention but a few, are: the science classroom, *Science Teacher*, *Science Observer*, *Scientific American*, *The Teaching Scientist*, *Baker's Analyst*, *Popular Science*, *School Science and Mathematics*, *Popular Mechanics*, *Journal of Chemical Education*, many pamphlets, texts, encyclopedias, etc.

**MATERIALS.** You will be astounded at the ingenuity used by your students in making the same project. One will use plastics; another, papier maché; another, leather, wood, metal, or clay, so that each job is interestingly different from another project. One student will spin his metal on a lathe to form the shell of a blast furnace, while another will use moth balls and candy gum drops for molecular structures.

**"ALL THUMBS."** While it is important to have students express their ideas in concrete form, there are some pupils who must be given other incentives for developing a greater and broader interest

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Such students may choose any reference mentioned in science. Such students may choose any reference mentioned in the text, or any science books in the library. All choices must be approved by the teacher. No two students may choose the same assignment. The pupil then must outline completely one third, a half, or the entire reference book, page by page, depending upon the difficulty of the material involved. Or, the student may choose any topic such as "Chlorine" and abstract all material related to chlorine from *Chemical Abstracts* or similarly approved literature for the past five years. This, of course, involves a search of the literature in the central library—but it's worth it.

**VITAL STATISTICS.** Pragmatic teachers will ask, "Why all the bother?" "How many students will undertake this anyway?" My answer is simply this. First, only one period of the term has been "wasted." Secondly, from one sixth to one half of a class will undertake one of the three extracurricular activities. Many will clamor for two jobs, a request which I do not honor. I've had excellent results even while teaching in a so-called scholastically poor school. In fact, many a mediocre student has cut his scientific teeth on a good project.

**SUMMARY.** It is redundant to offer a panegyric for a plan that makes pupils work with their brains and hands, while some even do a little research work. While it may be true that bribing pupils (perish the thought) is unethical, I'll risk that charge. Teachers look aghast when a term mark of 100% is handed to a student as a result of a good project. You don't need X-ray eyes to detect the smirk when a colleague asks, "How can a student be so perfect?" With so much strife in the world, I refuse to be annoyed. If a 90% or better pupil will give up his time making useful material or search through the literature or carefully abstract a reference book, that student deserves a few extra points even if the total mark becomes 100%. Furthermore, since the student tackles the problem he likes best and works at his own pace, there is small wonder that many undertake the job. What is more, the Science Department benefits by these projects, for they serve a useful purpose in demonstrating the items in the regular course of study.

You should hear the overtones of excitement when project day rolls around. Each pupil demonstrates his project and answers his classmates' questions. It's a miniature science fair. Is this plan



economical? It certainly is. Only two periods of the term are spent on it. But after such a flattering endorsement, where is the catch to this method of dressing up our science courses? Simply this. The teacher has his hands full from start to finish; besides, some schools just haven't space to store these useful projects! However, it's worth trying. As our antiquarian would say, "Audentis Fortuna Juvat"—*fortune favors the bold.*

MAX EPSTEIN

New Utrecht High School

### WHAT IS A LIBERAL EDUCATION?

Here is Thomas Huxley's definition of a liberal education. It's worth reading over several times, worth analyzing and studying:

*"That man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will and does with ease and pleasure all the work that as a mechanism it is capable of; whose intellect is a clear, cold logic engine with all its parts of equal strength, and in smooth working order, ready like a steam engine to be turned to any kind of work and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature and of the laws of her operation; one who no stunted ascetic as full of life and fire but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty whether of nature or of art, to hate all vileness, and to respect others as himself."*

Thomas Huxley, the great scientist, was a clear and fearless thinker. His well-considered words deserve to be examined. Let's see what his conception of a liberal education contains:

1. **A WELL TRAINED BODY:** A man with a liberal education—that is, a cultured man—will have a body cared for and trained enough to function effectively. A healthy body is free of morbidity. The ideal body is merely a perfect "mechanism which does with ease and pleasure" that which is required of it. Note how succinctly Huxley states the place of physical culture in education.

2. **A CAPABLE MIND:** The intellect should be as nearly as possible "a clear, cold logic engine." One should have heat enough, but it should all be in the heart and none in the brain. Much of our thinking is hot. Men would not quarrel and grow petulant and incoherent if they kept their heads cool and their hearts warm. Note

### LIBERAL EDUCATION

its present-day applicability to the men who are now shaping the world's future.

3. **A STORE OF KNOWLEDGE:** Knowledge is essential because it is the store preserved by those who have gone before. This social heritage, if understood and utilized, enlightens our lives.

4. **STRONG BUT DISCIPLINED EMOTIONS:** The cultured man is not one without enthusiasms. He is not cold and bored. He has plenty of strong desires and lively appetites. But he is disciplined. His passions may be active and frisky as a pack of hounds but they know their master and "are trained to come to heel" at any moment. The cultured man has as many and as hot passions as a savage; but he is above his passions. He governs them; they do not govern him.

5. **A MASTERFUL WILL:** The cultured man's will is strong and tempered. The most marked difference between the gentleman and the bounder is that the one controls himself and the other is controlled by himself.

6. **A TENDER CONSCIENCE:** This is the latest product in evolution. It's the ethical sense, the feeling of a difference between right and wrong and the conviction that this is all important in our human relationships.

7. **AESTHETIC CAPACITY:** The net result of a liberal education is to transfer the satisfactions over from the body to the mind, and to develop in the sense an appreciation of higher values. The most important of these is beauty. The field of beauty, where the spirit of man feeds, is art and nature.

8. **A SENSE OF DECENCY:** A sense of decency and a strong abhorrence of uncleanness and disorder mark all gentle folks.

9. **A REGARD FOR OTHERS:** A regard for others or a well-developed altruism is the crowning virtue of any one who lays claim to a liberal education.

Thus it appears that the outcome of a liberal education is complete human development.

NATHAN LEVINE

Washington Irving Evening High School



## ARITHMETIC THROUGH APPLICATIONS

In the high schools, we now accept the arithmetic deficiencies of students from the elementary schools and the junior high schools with resignation. Lack of arithmetic competency of many of these pupils was first officially recognized in the early part of World War II. At the same time, the war need for arithmetic competency emphasized the necessity for action. The High School Division then took steps to remedy the situation through procedures in the high schools.

A requirement of arithmetic competency was established for the high school diploma. The "New York Arithmetic Computations Test" was developed, and norms were standardized. The test was administered in the high schools; deficiencies of students revealed in the result were then corrected through classes in remedial arithmetic, or by other means. The termination of the War has not changed the quality of the arithmetic of the pupils entering the high schools, nor has it very much decreased the life need for facility in arithmetic computation. Hence the attack on the arithmetic problem continues.

**THE PLAN.** At Haaren High School, we have a goodly share of "numerical illiterates." We have vigorously fought the blight by the following organization:

1. The above arithmetic test is administered to all first term pupils, as they will commence mathematics in the second term.
2. Students whose grade equivalent in arithmetic is below a certain figure (usually about 6.5, but varying for administrative reasons) are assigned to remedial arithmetic for the next term. In this course, an attempt is made to establish a new foundation in arithmetic. Upon passing this course, the student is allowed to proceed with the high school mathematics.
3. Students whose grade equivalent in arithmetic is above a certain figure (usually about 8.5), are programmed for the conventional 9th-year mathematics course.
4. Those whose grade equivalent in arithmetic lies between 6.5 and 8.5 are usually assigned to related mathematics. However, intelligence quotient, reading ability, success in other subjects, and course selected are also considered in making the decision.
5. Entrants from the junior high school are not given the above arithmetic test, as we have not yet provided any entrance examinations, and their

**ARITHMETIC THROUGH APPLICATIONS**  
programs are prepared before the beginning of the term. Instead, the factors mentioned in the previous paragraph are studied. These students may be assigned related mathematics, 9th year mathematics, geometry, nonregents geometry, or no mathematics.

**AIMS.** Instruction in arithmetic is the aim of the course in remedial arithmetic. Instruction in arithmetic is incidental in the 9th-year mathematics course, as one of the aims. In the course in related mathematics, one of the aims is instruction in arithmetic fundamentals in realistic situations, predominantly in the fields of industrial arts. However, in the half-year course of related mathematics, the content also includes the formula, units of measurement, instruments of measurement, mensuration formulas for area and volume, and simple geometry and geometric construction. The study described below reveals the amazing progress of the students in arithmetic ability in this course in Related Mathematics I.

**PROCESSES.** At the beginning of the term of February, 1947, Form A of the "New York Arithmetic Computations Test" was given to five classes in Related Mathematics I. The course was then taught by three teachers in the customary fashion. The arithmetic in context was presented together with all the other topics. Numerous industrial arts applications were utilized in conjunction with the arithmetic. The course was not taught merely as an arithmetic course.

**RESULTS.** Forty-one pupils were discharged before the end of the term, or were absent when Form A was administered at the beginning of the term, or were absent at the end of the term. Form B of the above Arithmetic Test was given to the five classes at the end of the term. Of the remaining 98 pupils who took both Forms A and B, 8 students suffered a decrease in grade equivalent in arithmetic competency. This fact is explained in some of the cases by excessive absences of the student, and in others by complete lack of pupil interest. However, the statistics for the 90 students are encouraging to the conscientious teacher.

The average (arithmetic mean) grade equivalent in arithmetic of the 90 pupils at the beginning of the term of Related Mathematics I was 6.7, as determined by Form A. The average at the end of the term was 8.5, as determined by Form B. In one-half year, an average



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increase of 1.8 years in arithmetic competency was achieved. The following chart shows the distribution of these changes:

Increase in Grade Equivalent	Number of Students
0 — .4	10
.5 — .9	27
1.0 — 1.4	14
1.5 — 1.9	8
2.0 — 2.4	7
2.5 — 2.9	1
3.0 — 3.4	5
3.5 — 3.9	4
4.0 or over	14
Total	90

Before drawing any conclusions, let us review the situation. One hundred thirty-nine pupils entered five classes of Related Mathematics I, under three teachers. Most of these students had arithmetic deficiencies (some had taken the course by choice). A standard arithmetic test was given at the beginning of the term, and a second form of the same test was given at the end of the term. The term's work was devoted to principles of arithmetic, algebra, and geometry, presented through practical situations. Ninety-eight pupils were present for both forms of the test, although a number had considerable absences in the interim. Only eight pupils showed any decrease in arithmetic competency, as revealed by these tests. Ninety pupils had an average grade equivalent of 6.7 in arithmetic, that is, not quite the ability of a 7th grade pupil (of course, many had below this figure). The same 90 pupils achieved an average grade-equivalent of 8.5 at the end of the term. The gain was an average of 1.8, or almost two years.

**CONCLUSIONS.** It may seem that there are insufficient data from which to draw scientific conclusions in this case. However, that there was an unusual recovery in arithmetic ability is undisputed. That the results were accomplished through the medium of the course in Related Mathematics I is also a fact. We believe that the use of practical situations was an important factor in the success. The arithmetic was presented in a new way, in problems related to the students' interests.

In general, there are numerous advantages in teaching through

## THEY WROTE THEIR OWN TEXTBOOKS

practical applications. First, motivation is provided. Second, there is better understanding and hence greater retention of the general principles. Third, the application of the subject is illustrated, and the students are prepared for greater utilization of the subject in future situations.

**NOTE:** The three teachers were Miss Adlerblum, Mr. Lief, and Miss Wurman. Miss Adlerblum conceived the idea of the survey, when acting head of the department.

CLARA G. WURMAN, MAURICE NADLER Haaren High School

## THEY WROTE THEIR OWN TEXTBOOKS

We have about two hundred seniors who meet with their grade adviser, Mr. Walter Barker, twice a week for a course called Occupational Information. The boys have prepared for several trades: electrical, auto mechanical, radio repair, etc., and they are keenly interested in the change from school to industry that they will make after graduation.

On one occasion, Mr. Barker and I were discussing the course of study for these boys and the need for some book source material. We agreed that there wasn't any textbook that was suitable; most textbooks in this field are too general and talk over the heads of our boys, who are intensely practical and used to facing real situations. In addition, our boys want to talk about their own problems and questions which run the broad gamut from how to ask for a date to how to ask the boss for a raise.

When two teachers reach this point in a conversation, one of them usually says, "Some day I'm going to write the book that's needed," and the conversation, like the projected book, fades out of memory.

**STUDENT AUTHORS.** At this point, however, the same idea came to both of us, "Why not let the boys write their own text?" Let them ask their questions, find out answers, and put all down in writing so that their own class and classes that follow can benefit from their introspection and research.

We hoped that the outcome might be a mimeographed booklet that would serve as discussion guide for phases of the term's activities in the future senior classes in Occupational Information.

The project was broached to the boys and they took it up eagerly. Boys who squirmed professionally at the mention of homework, and



who always pleaded after-school jobs when special assignments were given, eagerly joined production committees.

TOPICS. It was decided to produce several chapters on *Getting and Keeping a Job*, and the following topics were selected for research:

- How to Choose a Job
- Preparing for the Interview
- Conduct During the Interview
- First Day on the Job
- Relations with Other Employees
- Good Work Habits

Now the real work began of deciding upon specific questions, interviewing employers and others outside the school, discussing and writing the reports in committee, criticizing and correcting reports, typing the copies, proofreading, mimeographing. There was work for everybody.

For several weeks, the boys worked like beavers during class, after school, and, since they have no study periods, during part of their lunch period, but they felt that it was worth-while.

SAMPLES. Finally, the job was completed. We don't believe that any publishing house will ever want to publish the results because the booklet isn't a literary gem, but it contains questions that are close to our boys and the practical answers that they learned by experience and by asking those who knew. The very language in which the work is written is the vernacular and phraseology that these average boys know best and understand.

Here are some examples to show what we mean:

Under topic I, *How to Choose a Job*, one boy says very simply—*"How much will you enjoy the work? The satisfaction that you will get out of a job is one of the important things to remember."*

These simple words of wisdom also appear: *"In most cases, it is much better to be employed on the job which is your second or third choice, than to sit waiting for your first choice to materialize. In some instances, it may be necessary for you to take a job that you don't like, so that you can finance special training which will eventually help you get a job in your own field."*

Some very practical advice is given under Topic II, *Preparing for the Interview*. *"Don't go into an office with a loud outfit, such as a bright blue suit with peg pants, a red tie with a yellow bird on it,*

## THEY WROTE THEIR OWN TEXTBOOKS

and a maroon shirt. In a case like that the employer is distracted" (our note: at least).

*"Should the urge come, do not light a cigarette (during the interview). However, if you believe that a cigarette will soothe your nerves and put you at ease, ask his permission, and by no means neglect to offer one to him first."*

*"If the employer should ask you to relate to him your background, that provides you with the opportunity to emphasize all your best qualifications. Naturally you must use correct grammar, but don't try to use words you don't know the meaning of."*

*"Do not look like a schoolboy who is nervous, breathless, panting, and tired."*

*"Talk about what you can do, not what you can't do."*

*"It is an old truism among salesmen and it's just as true for all of us, there's nothing like a smile to bring out the best in other people."*

*"Make sure you get there a little before the specified time, just enough so you won't have to rush in and make it a photo-finish between you and the clock. But don't arrive hours in advance either, because waiting and thinking about the interview will certainly make you nervous and you will take on the look of a wilted lily."*

Under the topic, *Relations with Employers and with Other Employees*, the boys offer the following homemade advice:

*"Do not waste time on the job. Your employer may not come up and tell you every time he sees you goldbricking, but you can be sure he knows of it."*

*"If you have a car, it is nice to give a lift to a fellow employee."*

*"If you intend to play any jokes on anyone, make sure you can take a joke yourself."*

*"Fairness is always obvious to the other fellow and so is sneakiness."*

*"A thank-you never goes amiss."*

*"Don't show any discrimination. If you do, you may be forced to leave the job, and not only that, but you will show yourself to be un-American in spirit and thought."*

OUTCOMES. We think that the values of this cooperative project to the boys who did the work are evident. Many of them never before had shown so much interest in oral and written work. Textbooks and books in general, for which most of these boys never



had too much affection, mean more to them as a result of their work.  
We hope to have several sets of the text mimeographed for use as discussion guides in succeeding classes. We should even have additions and revisions from term to term.

JAY E. GREENE  
WALTER BARKER

Samuel Gompers Vocational High School

### SHAKESPEARE A LA MODE

The movable chairs are arranged semi-circularly and even some of the lights are dimmed.

The teacher-narrator rises and begins. He describes a lonely rampart, shrouded in almost impenetrable fog. An alert, yet fearful sentinel keeps his watch in the nipping cold and in the unwholesome darkness. A ghost has been seen—so it has been reported—and the sentinel wavers between uncertainty and possibility. Then, lo!—the ghost walks again! The narrator ceases, and Maurice Evans takes the stage. In a voice both sad and prophetic, the ghost tells his awesome story. Hamlet, son of the spirit, is horrified, disgusted, excited. As he listens, his choked-up feelings cry within for utterance. He bursts in a comet of magnificent images. And now the burden of revenge is laid upon ostensibly willing and competent shoulders.

The record ceases and the teacher-narrator resumes his role. The death of Hamlet's father, the hasty re-marriage of his sensual mother and the effect these have on the sensitive, philosophical youth are indicated. Hamlet must live in a court in which the king's followers are servile and pleasure-bound. His uncle-step-father is a wily, competent politician who, having usurped the throne, handles the affairs of state with acumen and cool judgment. The verbose, foolish Prime Minister of the king has a daughter with whom Hamlet is in love. Yet she is so docile, so obedient to her father's wishes that Hamlet knows he cannot rely upon her in effecting his revenge. He must renounce her if he is to set things right. He plans a play that will catch the sick conscience of the king.

Once more the narrator fades into the background and the passionate, disturbed, finely-shaped thoughts of Hamlet are embodied in Evans' soul-searching delivery.

But notice what has happened to the group sitting in the movable seats, semi-circularly. Tired as these listeners are from a day's work, full of their own personal cares, they have lost themselves. They are in a mood akin to the willing suspension of disbelief. What a

BOOKS

curious mixture—think they—is this noble youth! Why, he is all full of contradictions: generous, yet cruel; moody, yet exuberant; sportive, yet pessimistic; loving, yet replete with derision and lashing scorn, even to erstwhile friends.

The teacher has resumed. He sets the class wondering with a question. "Why doesn't Hamlet act?" But he asks for no answers; he wants them to reflect.

And so, the audience follows Hamlet's story, from procrastination, to impulsive action, to a duel and to—"the rest is silence" and the "flight of angels sing thee to thy rest."

And so, in ninety minutes, *Hamlet* has been staged. The teacher and the professional actor have combined to give a performance, an interpretation. Here at night we are particularly fortunate in that we have "double periods," each of ninety minutes duration. In that time we have found it possible to present this play (and *Macbeth* and *Julius Caesar*, among others) within this one protracted period. In subsequent periods we discuss the characterization, the poetry, the problems. But these latter are comparatively easy matters, for we have made the play alive in a worthwhile, effective and meaningful manner.

Since we have been so successful (and we doubt not that other teachers have been at least as skilful) in combining teaching with recordings, we often wonder why the school system has not allowed schools to purchase records in the same way that books are purchased.

LEONARD BOYER

Washington Irving Evening High School

### Books

*Language and Area Studies in the Armed Services.* By Robert John Matthew for the Commission on Implications of Armed Services Educational Programs. American Council on Education, Washington, D. C. 1947. 211 pages. \$2.50.

This volume is one of a series of reports on the implications for civilian education of the armed services educational programs. In this report Professor Matthew of CCNY describes in detail the foreign language instruction and the related area instruction in the Army Specialized Training Program, the Navy Schools of Military Government and Administration, the Japanese Language Schools of the Army, and the Civil Affairs Training School. In addition, the report contains brief descriptions of modifications in many college programs that are now in process as a result of the army foreign language and area programs of instruction. Of special interest to New York City teachers is a chapter on an experiment at the secondary level carried on in cooperation with one of the New York City high schools.

In teaching foreign language, the emphasis in the military schools was,



primarily, upon the oral use of language, and secondarily, upon ability to read the language with a sufficient degree of accuracy and skill to meet military needs and military governmental administration needs. The area studies on the culture, government, history, attitudes, mores, and allied aspects emphasize the kinds of knowledge important to military government administration. To achieve these practical and functional uses of language and communication most speedily and economically the military schools gave intensive courses in the oral use of language and in area studies requiring almost exclusive concentration of the students on these studies for 15 to 20 hours per week. Other educational aims and objectives were either ignored or relegated to a minor position in the program.

No objective tests were administered to determine the degree of final achievement in language comprehension and in knowledge of areas at the various schools. Most of the evidence is based upon the opinions of instructors and others who observed the program without the aid of measurement techniques. The intensive character of the work, the emphasis on oral and aural readiness in languages, the promotion of individual competence in the living language, the necessity for adequate supervision of instruction, an accurate definition of objectives, and the liberal use of realia, while they are not exactly new, have challenged the educators in foreign languages. At present, the University of Chicago is engaged in applying objective tools of measurement to the results of experiments in language instruction in a number of colleges and at least one preparatory school. Such objective data will provide more definitive ways and means of evaluating how well some of the experimental programs are achieving their objectives in civilian education.

The instruction in foreign language required that students should spend most of their learning time in imitating a native speaker. This was done in drill sessions where small groups of students met with a native speaker and were drilled on assigned materials. In place of the traditional course of 3 or 4 hours per week, the military schools insisted on at least 15 to 20 contact hours per week. The study of grammar had a minor place in the program. The disadvantages of such intensive and imitative training have been discussed by teachers of foreign languages in civilian schools, and the shortcomings for the objectives of general education have been presented by them.

Although there is no objective or test evidence, it is the belief of expert observers that the programs of the armed services went far to establish: (1) the validity of the oral approach to language study for practical purposes, (2) the fruitfulness of concentration on the study of an area, and (3) the fact that certain educational gains are achieved by the intensive study of an area and language in a combined program. In educational matters it is easy to dogmatize, and the experienced administrator or teacher is not convinced by inferences based merely upon the opinion of an investigator or investigators without experimental support. In the lack of such evidence the only safe method is to point out the questions that still require an answer and indicate the fields where further experimentation is needed. Dr. Matthew has frankly faced this problem and has raised a number of questions which require the gathering of systematic evidence in order that new directions in language in-

## BOOKS

struction shall be based upon careful evidence. These questions include selection and motivation of students, objectives of courses, schedules for intensive courses, training of teachers, teaching materials, and integration of language and area instruction.

At the secondary school level the New York City schools cooperated with the Commission of the American Council on Education. One of the large high schools in New York City was chosen a few days before a new term began so that little time was left to make careful plans, to work out a course of study, or to make a scientific selection of pupils. Classes were organized in French, German and Spanish since there happened to be two beginners' classes in each language. Three classes were designated as experimental and three as control classes. All 6 classes met 5 days a week during the spring term of 1946. The 3 special classes were supplied with a set of Kany *Elementary Conversation Manuals*. The actual oral work in class, however, was largely spontaneous and was developed by the teacher as the occasion demanded.

Since the classes were so hurriedly organized and the experiment introduced with a minimum of planning, it was not possible to obtain adequate measures of the abilities and aptitudes of the pupils or to set up scientific controls in order to appraise objectively the outcomes of the language instruction program. In the absence of systematic measurements and tests, the conclusions arrived at were based almost wholly on teachers' and supervisors' reactions. The Director of Foreign Languages for New York City, a member of the Commission staff, and two chairmen of foreign language departments were favorably impressed in a number of observations they made of these classes. The teachers reported eagerness on the part of the pupils to recite. The tentative conclusion arrived at by such evidence was that with a resourceful, dynamic teacher the intensive oral method can be used successfully even in beginners' classes on the secondary level. However, unrelieved oral activities may prove burdensome to the teacher and monotonous to the pupil. Reading, writing, and other aspects of the language program should not be neglected in the secondary school foreign language course. The further feeling of these persons seems to be that the high school as now constituted cannot accept conversation as a reasonable objective in foreign language instruction but should reserve the intensive oral method for advanced grades or for a specialized high school where a practical command of the language for vocational ends is the objective. This would require smaller classes, laboratory periods, adequate materials, highly selected students, and motivation based on the utility of the subject.

Certainly the report of the adaptations of the armed services methods that are being carried on in colleges and secondary schools indicates that foreign language teachers are willing to experiment and to learn what values for general education may be derived from the armed services program. The fact that objective tests and measures are being constructed and applied by the University of Chicago indicates that the approach will be more scientific than it has been in the past. The challenge for improvement is open to modern educators. At the secondary school level there is a definite need for continued



and planned experimentation and measurement in order to determine what advantages and values the revised program of language instruction may offer for special groups of pupils or for all pupils who are studying foreign languages.  
J. WAYNE WRIGHTSTONE

*Sense and Nonsense in Education:* By H. M. Lafferty, Professor of Education, East Texas State Teachers College. New York, The Macmillan Company 1947, 202 pages, \$2.00.

To those of us who are accustomed to dipping our ladles into large bowls of educational theory and spooning up a mass of "pedagogy" interlarded with nuggets of educational clichés, this book will come as a welcome dietary change. Professor Lafferty has succeeded in expounding his views on current trends in education with the wit and urbanity of a profile in the *New Yorker* magazine and the epigrammatic acerbity of a drama critic, thus succeeding in giving a much-discussed subject genuine novelty, freshness, and excitement. Lest anyone should mistake this lightness of touch for sophisticated superficiality, let me hasten to add that Professor Lafferty combines verbal pyrotechnics with sound scholarship and the common sense implicit in his title.

Professor Lafferty has no educational panacea to offer. He looks with a jaundiced eye upon those who read "into tomorrow's schools achievements which sound like something out of H. G. Wells," and "plans for schools which are conspicuously ephemeral." His approach is evolutionary, building on what is sound in our educational practices past and present and moving "slowly, quietly, and without much fanfare," with "a platform for tomorrow's schools but not a wholly new platform."

This does not imply that he finds nothing wrong with our current educational practices. He devotes much space to current practices he thinks unsound, but he deplores "such sure-fire clichés as 'Education is in a chaotic condition', 'The schools must awaken to their responsibilities', and 'the future must bring an intellectual rebirth'"; and he advises critics of education to "substitute rifles for machine guns, and resolve to hold their fire until they see the 'white' of the eyes of their adversary."

In various sections of his book Professor Lafferty aims a few well-directed shots at the stereotype of an American school teacher as both a narrow-minded martinet and a well-meaning but ineffectual fumbler and bungler; takes our rural society to task for strangling the normal social life of its teachers; demonstrates that if our schools are to become truly community-centered there will have to be a drastic reformation in the spirit and attitude of the community towards the schools; exposes the naivete and misplaced enthusiasm of some of our guidance programs; and has himself some fun reducing to an absurdity the suggestion that pupils rate themselves on report cards. Professional Cassandras whose woeful forecasts may be found in any educational periodical, the extremists in the camps of both the Progressives and the Essentialists, educational pseudo-scientists, and various other highly vocal members of the pedagogical fraternity all receive their share of Prof. Lafferty's generous supply of brickbats.

Parts of his book have already appeared in publications like "School and Society," "School Review," and "Clearing House." Indeed, Prof. Lafferty's

effervescent style is more suitable to the short article appearing in a periodical than it is to a full-length text. There are times when he appears to be straining for a phrase and when his glittering style is more tinsel than astral. Nevertheless, his book offers ample evidence of the statement in the foreword "that the problems of teachers and teaching are not nearly so dull and pedantic as they are usually made to appear."

PAUL DENN

*Atomics for the Millions:* By Maxwell L. Eidenoff and Hyman Ruchlis. Whittlesey House (McGraw Hill), New York. 1947. \$3.50—276 pages.—Reviewed by Maurice U. Ames.

Can the story of atomic energy—its effects, its byproducts, its prospects—be covered in a few easy lessons? It cannot. This book was not written for him who reads as he runs. However, the curious and interested citizen here has the answers to all his questions on nuclear physics. The title of this book assumes that there should be millions of people interested enough in the revolutionary implications of atomic energy to want to acquire some understanding of the scientific information back of the atomic bomb.

Because *Atomics for the Millions* was written for the layman it assumes that its readers know little about the chemistry and physics related to atomic structure and behavior. The basic principles behind the development of atomic energy are interestingly, comprehensively, and clearly portrayed. But the book, necessarily, is semi-technical in approach and will need and deserves careful reading. Reading this book can help considerably in giving one an insight into the part that physical science is playing in our world today and how modern scientific achievement is the work of many men.

The thesis expounded recently by James Bryant Conant in his *On Understanding Science* that the scientific method of solving problems could best be appreciated by a series of case studies is here exemplified in illuminating and effective fashion. Perhaps the authors in their zeal to be scientifically accurate and impart the real substance as well as flavor of some of the research problems they describe, mention too many details and sidelights in their case studies but the reader can thus be assured of a complete rather than a sketchy treatment.

Keeping pace with those atomic scientists who have come down from their ivory towers and aired their views on the social and economic implications of this new scientific development Messrs. Eidenoff and Ruchlis speculate at length on the future of atomic energy. Industrial peacetime applications in power plants, tagged radioactive atoms in medical research and therapy, and atomic energy implications in a possible next war are discussed in stimulating and challenging fashion.

The technology of the atom is bound to be an inextricable part of man's near future. This excellent book can give its readers, even those without previous scientific background, adequate understanding and appreciation of the atomic age into which we are entering.

MAURICE AMES

*The Library in the School.* Fourth edition completely revised and re-



written. By Lucile F. Fargo. Chicago American Library Association, 1947, 1930-47.

This is a new and revised edition of a book first published in 1930. In order to deal adequately with the changes that have taken place in the school library in the intervening years, 15 and more, the author has re-written the text and added new material. The framework, however, remains about as it was.

The rewriting is not always for the best. Surely, the substitution of one imaginary scene for another hardly denotes an improvement. Then, too, the rhetorical question, with its plaintive note, is asked more frequently than before. Admittedly these are trifling faults in a book otherwise packed with useful information. They are there, nonetheless, to the reader's distraction, for too often they come between him and the object of his search.

As might be expected, the information on audio-visual aids has been expanded. Among the additions is a presentation of the facts concerning State and Federal aid. Here, as elsewhere, the bibliography proves a valuable lead to further study. Crookston's Unit Costs is quoted. We learn from this source that, in the average library, the cost of answering a reference question is \$0.05, of checking a periodical \$0.07. Hoots mon! D'ye say sae!

As to where the emphasis should be placed in a book of this kind depends, of course, on personal opinion. The problems of the library in one community are different from those in another and each librarian thinks his own problem the greatest. Lucile F. Fargo prefers to stress finance, guidance, equipment and similar aspects. To this reviewer, books come first, always, in any library, next, the knowledge of them. We wish the author had given more space to these essentials.

Young people entering the profession will find *The Library in the School* a valuable handbook for guidance and reference. The experienced librarian who has used the book in the past will welcome the new edition.

ELIZABETH S. McCLENAHAN



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# HIGH ★ POINTS

DECEMBER, 1947



# HIGH POINTS

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Books concerned with educational matters may be sent for review to Mr. A. H. Lass, Fort Hamilton High School, Shore Road and Eighty-third Street, Brooklyn, New York. School textbooks will not be reviewed.  
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## The Public Responsibilities of a Board of Education\*

ANDREW G. CLAUSON, JR.

President, Board of Education, City of New York

The election of a new Superintendent of Schools inevitably brings up the problem of the relationship between him and the Board of Education that elected him. This is a problem that has been discussed for many years in all parts of the country. In those places where the answer has not been clearly stated, confusion and inefficiency in the schools have been the result. It is not a simple problem because the Education Law places heavy responsibilities not only on the Superintendent of Schools but on the Board of Education.

WHY A BOARD OF EDUCATION? Perhaps the simplest approach to the question is to begin with another question—why are there boards of education, not only here in the city, but in every school district in the State of New York? The answer is that education is primarily a state function. Its fundamental aims and purposes are determined by the state—the state determines how long a child must go to school before getting working papers, what kind of schools there shall be, and what in a broad sense shall be their ultimate purposes. The Department of Education here in the city is, therefore, not another municipal department. The municipal departments, such as the Police Department, the Fire Department, and the Department of Parks, are headed by a single executive officer responsible directly to the Mayor. The Department of Education is headed by a lay board, responsible in part to the Mayor who appointed it, responsible also to the Board of Regents for the enforcement of State educational laws, and responsible lastly, and perhaps above all else, to the citizens of the community.

Experience proves that in the long run the kind of education a community has is the kind of education the community wants, and the desires and aspirations of the community must find expression and satisfaction in the functioning of the Board of Education se-

\* Address by Andrew G. Clauson, Jr., President, Board of Education at Induction Ceremony for Dr. William Jansen, Superintendent of Schools, New York City, November 6, 1947.



lected for the very purpose of effectuating community policies and ideals.

**THE BOARD'S RESPONSIBILITIES.** It must be obvious that in a community such as ours, with its great geographical area, its large and heterogeneous population, and its extensive group interests, the need for a board of education and the demands made on such a board are far greater than in smaller educational districts. Our board aspires to represent in the field of education the people of this city. We deem it our duty to study in broad outline their educational needs and to adopt broad policies with respect to them. As long as a board of education adheres to this concept of its responsibilities, there need be no question about dual control and divided responsibility.

Perhaps this dual responsibility can be best illustrated in the field of budget making. Here the functions of the Superintendent are obvious. He must determine and recommend to the Board of Education budgetary provisions that will enable him to have not only an efficient school system, but a developing school system. And let me say at this point that the greatest difficulty in making an educational budget is that it calls for continuing expansion, because the educational process is one that expands from decade to decade, yes, almost from year to year. Certainly the education provided here in our New York City public schools today is in every way a broader education than that offered to the boys and girls of New York City say fifty years ago. We teach more subjects; we have more auxiliary activities; we have smaller classes; we keep the pupils in school longer.

As I said, then, the Superintendent makes his budget and presents it to the Board of Education with an explanation of the policies on which the budget is based. It then becomes the duty of the Board of Education to determine first of all how carefully and adequately its chief executive has calculated his costs. The Board must then determine what expansion of the system is the most necessary and feasible, and what educational advances can be introduced at a given time. It will, of course, rely heavily on the advice of the Superintendent. But the Board must also determine what kind of budget it can rea-

## BOARD OF EDUCATION

sonably demand of the local authorities. It must take into account competing activities and the condition of the municipal finances. It must muster public opinion in support of its recommendations.

**A LAY BOARD.** As I have said, the board is a lay board. It would be rather presumptuous if it undertook to direct or limit the supervisory and administrative functions of its elected chief executive. We do not claim and we cannot claim to be expert in the field of teaching, in the assignment of supervisors and teachers, in the creation of courses of study and syllabi, or in setting standards for promotion and advancement. Any board of education that undertakes this immediate and direct supervision of the functioning of its schools is headed for disaster.

**INCREASED RESPONSIBILITY OF SUPERINTENDENT.** It is perhaps not generally known that only a few years ago the legal responsibilities of the Superintendent of Schools in New York City were changed by an act of the Legislature and that through this change his responsibilities were greatly increased. Before this, there was a dual control of the direct supervision and administration of the schools, part of the responsibility resting on the shoulders of the Superintendent and the rest with a Board of Superintendents, made up of eight members and the Superintendent of Schools. I need not go into too many details as to the changes brought about by this so-called Superintendent's Law. Suffice it to say that its general purpose was to increase the responsibility of the Superintendent and to give him powers commensurate with this increase in responsibility. The most important change now makes it incumbent on the Superintendent of Schools alone to present to the Board of Education nominations of individuals for the high administrative positions in the system. This used to be the responsibility of the Board of Superintendents.

*We board members have no fears, nor, do we think, has the new Superintendent of Schools, about the possibility of our trying to invade his legitimate sphere of activity. The very fact that the present board elected him will make for the fullest understanding and cooperation. It is unthinkable that under such favorable circumstances there should be any difficulties or controversies.*



*Rest assured, then, that we shall not impair our own usefulness by trying to limit the usefulness of the man whom we took such pains to select.*

**SELECTING THE SUPERINTENDENT.** It took us almost a year to come to a decision in this matter of the selection of a Superintendent. We canvassed the country for eligibles. We had the advice of a board of expert educators, made up of individuals not connected with this school system, and careful consideration was given to their recommendations. I can state briefly and definitely why we selected Dr. Jansen. We selected him because he knows the schools of New York City. There is hardly an activity in the system with which at one time or another he has not been identified. We selected him because he is a professional educator of the highest standing. And above all, we selected him because of his sterling character, his frankness, his equable disposition, his humane outlook on life. May I add that it was a matter of special gratification to us that our selection met the approval of all grades and ranks in the school system and of the citizens of the community. I am convinced that if the superintendency had been an elective office Dr. Jansen would have been elected by popular vote.



#### THE MAKING OF A TEACHER

Select a young and pleasing personality; drain off all mannerisms of voice, dress or deportment; pour over it a mixture of equal parts of the wisdom of Solomon, the courage of young David, the strength of Samson and the patience of Job; season with the salt of experience, the pepper of animation, the oil of sympathy and a dash of humor; stew for about four years in a hot classroom, testing occasionally with the fork of criticism thrust in by a principal or superintendent. When done to a turn, garnish with a small salary and serve hot to the community.

—Current Concepts—April 1941.

## The Public Schools — Bulwark of Democracy\*

**WILLIAM JANSEN**

Superintendent of Schools, City of New York

The honors I have received here tonight are a climax to the honors which have crowded upon me since my appointment as Superintendent of Schools. Congratulations have poured in from all parts of the country and from all levels of the New York City school system. Fellow citizens, colleagues, friends and family have rejoiced with me over my great good fortune. Never before in my life has it been given me to know so truly how selfless human nature can be in sharing the happiness of a success that has fallen to another, and how deeply such knowledge can warm the heart of the beneficiary.

But this honor, this token of generosity, gratifying as it is, is only the prelude to the task which lies ahead; and my joy is tempered by a sense of the great responsibility which has been placed upon me.

**ORIGINS.** Schools were founded when groups of people, living fairly close together, decided that the education of their children could be carried on more effectively if these children went to a central place for instruction. It is a matter of local pride that public schools in this country were first established in New Amsterdam in 1633, more than three centuries ago. Such schools were close to the people that established them.

As communities grow in size, however, there is a tendency for the schools to draw somewhat apart from their communities, and, at the same time, for the people of these communities to lose touch with the schools they founded. There is a manifest danger inherent in this tendency, just as there is a danger in government when it becomes too remote from its citizens. Since the public schools serve as the bulwark of democracy, we must reestablish that close contact between school and community which was characteristic of the early schools.

**A TRIBUTE TO PUBLIC EDUCATION.** Tonight's meeting is unique in that it is essentially a meeting of citizens of the com-

\* Address by Dr. William Jansen, Superintendent of Schools, at the Washington Irving High School, Thursday evening, Nov. 6, 1947.



munity not directly engaged in the field of education, but who have come together to testify to their faith in public education. Those of us who work in the schools are deeply touched by this demonstration of public interest. I know of no similar occasion in the history of our City.

This meeting has been so timed that it serves as an introduction to Open School Week, which has been observed since 1921 in the schools of the City and of the nation. In no year since the inception of this observance has Open School Week meant so much because never before has there been so wide-spread a realization of the importance of public education.

**A CHANGING WORLD.** For some time, we in the schools and, more recently, the public, in general, have been interested in the fact that the greater City of New York is about to observe its Golden Anniversary. The most striking thing about our City's history is the great changes that have taken place, and the tempo of change is steadily increasing. We face the problem of preparing children for a future which will be quite different from the present, and, as Lincoln said some 80 years ago, *"If we could first find out where we are and whither we are tending, we could better judge what to do and how to do it."*

The story of our nation's advances in science and industry during the past half century is admittedly an inspiring account. Think of the automobile, the airplane, plastics, electronics, and atomic fission, to mention just a few developments. Truly, the mind of man has wrought marvelous things in technology. Yet our national development would be single-tracked indeed, were it limited to gains in the realm of the material. Of perhaps deeper human significance are the gains in the fields of social justice and human rights. The gradual extension of the rights of suffrage, the continuing efforts to achieve equality of opportunity, the unrelenting drive to assist the aged, infirm and handicapped through social legislation, the increasing insistence upon justice for all, regardless of differences in race, color or creed—all these point to the enduring vitality of the basic principles underlying our way of life. These concepts recognize the worth of the individual; they safeguard his rights in order that he may share in the activities of responsible citizenship.

**CONSERVATION.** During the years ahead we shall be increas-

ingly concerned with the need for conserving our natural resources. All of us are aware of the urgency of saving our topsoil from erosion, our food supply from waste, our forests from destruction. But the greatest of all our resources are our human resources. Who can deny that the levels of physical health, of mental health, of social competence in dealing with person-to-person and group relationships, of vocational skill and of general culture ultimately determine the character and worth of our way of life?

Frankness compels the admission that we, as a nation, have only begun to grapple with the conservation of human resources. Let me illustrate. Each day during the coming winter, seven million persons will be unable to carry on their activities because of preventable illness, injury or physical impairment. During the coming year we may expect more than nine million accidents resulting in 100,000 deaths. At this very moment, more than 30,000 children are confined in institutions for delinquents. These facts have important implications for the scope and content of the school program.

**NEW YORK'S COMPLEXITY.** We of this City are a vast and complex society, in number sufficient to comprise a nation; in variety of races and religions sufficient to comprise a world. It needs but a glance at today's newspapers to view the dangers intrinsic to this condition. The insecurity, ignorance, and fear rampant in the world today which constitute barriers segregating man from man, must not be transmitted to the children of our City.

To set up the best possible educational program under such conditions is the challenge which we schoolmen face. It is a difficult task, but it is made lighter by the fact that you, by your presence here tonight, assure us of the aid of the entire community in working toward the solution of our problems.

**COORDINATION NEEDED.** Education is obviously not only the function of the schools. From the day of his birth, the child is conditioned, trained and guided by his parents. How wisely and well this is done depends upon the capacity, training and insight of his parents. As the child grows older, he is more and more subjected to the influence of relatives, friends and the immediate community. These influences may either make or mar the development of the individual. They may work at cross purposes, leading the child to



confusion and a lack of faith in accepted ideals and standards of behavior.

The inference to be drawn from these considerations is clear. Home, church, school and community agencies must work out a coordinated program of action which assures a wholesome atmosphere for children. From the school point of view, this involves a definite effort towards securing the effective cooperation of the home and of the community agencies.

Time does not permit, nor is it pertinent here to discuss the school program in any detail. I can mention just a few aspects.

**MAJOR AIMS.** The ability to read understandingly, to calculate accurately, to express oneself clearly, and to use the facts and principles of history and geography in discussing problems of the day are still recognized as major objectives. No educational program can afford to neglect these objectives. They are as important today as they ever were.

But this is not enough. The properly educated person is one who not only possesses skills, but also knows how to use these skills in the solution of problems, in other words, in practical thinking. There is only one way to learn how to think and that is through practice, in meeting difficulties and thinking them through.

School children, therefore, are given greater responsibility in using their knowledge in the solution of daily problems. They must be given opportunities to solve problems with the teacher serving both as a guide and a model to right thinking.

A democracy needs citizens who can work together. They may disagree, they may have different viewpoints, but they should attempt to resolve their differences in a manner that is best for the common good of all. The best way to develop such citizens is to give children, in school, many opportunities to work together. Those of you who visit our schools during Open School Week will see boys and girls planning together, playing together and working together, regardless of race, creed or color.

The attainment of these objectives requires a variety in the procedures in a modern school which were largely absent a generation ago.

Another important objective of education is the need for developing to the best possible extent the abilities of every individual. Democracy requires that. Not only must the less able be educated to their best capabilities but we must also consider the great need for the complete development of our brightest pupils.

There is still another objective to be mentioned: the development of a militant faith in American democracy. The recent visit of the Freedom Train to New York touched off in the minds of all of us and especially of teachers the recurring question in these troubled times: How can we best inform our young people of the greatness of our American heritage? or, putting it another way, How can we effectively translate the words of the founding fathers enunciated more than 150 years ago into the way of life today? Obviously a mere verbal knowledge of the *Constitution*, the *Declaration of Independence* and the *Bill of Rights* is not enough. These famous charters of our liberties must be interpreted by teachers and students into the living reality of dynamic citizenship.

First and foremost must be our own faith in our country, her place among the nations and her destiny. From our own deep understanding of the processes of true democracy, must come the light to guide others; a kind of spark passing from patriotic teacher to student and starting chain reactions in the right direction.

The true teacher takes advantage of life situations and the student's own experiences both in and out of school to make our American heritage and its precious freedoms the dominant motivation for a pupil's every-day conduct. If our nation is to endure, today's youth, who will be tomorrow's adults, must be aware of their important place in the glorious procession of our history and the part they must take in realizing to the full our democratic form of government.

The post-war years seem to have accentuated that emotional disturbance and lack of security that we all noted during the war in many of our pupils. Never has our basic objective of character development in the young been more necessary in the program of the schools.

Character liberates the individual from the compulsions of external circumstance and encourages him to live his life closer to his finest aspirations. The application of the moral code to our daily affairs



is the core of our American way of life—it is the basis of any society of free men.

All the activities carried on by the child both in school and after school have a bearing upon the shaping of his character. It is consequently important that there be a basic similarity in the standards of conduct which he follows at home, in the school, in the playground, in the community. Accordingly, it is up to us, the adults—whether parents, teachers, or community leaders—to see to it that the ideals which determine the home, school and playground are alike. The alternative is confusion for the child and a loss of faith in those ideals which determine character. In the interest of the development of fine character and personality in the young, who are our greatest national asset, I bespeak full cooperation by parents, teachers and community leaders.

**THE TASK AHEAD.** To educate our children for peace; to prepare our children for life in a changing world; to help them to adjust to the stresses and strains in an ever more tense environment; to enlist the support of all segments and levels of the community in carrying on the educative process; to illuminate with the pure, clean light of intelligence, good will, and brotherly understanding the problems of racial and religious tensions—this is our task. It is assignment enough to make even the stoutest quail.

In short, the schools aim to develop personal, social, vocational and civic competence. This is our program for building a generation of interested, intelligent and socially well-disposed Americans. The schools of New York are not only the bulwark, in truth they are a beacon of democracy, lighting our way into a happier and more peaceful future.

To achieve these objectives will cost more money. It will require smaller classes. It will require a continuing program of in-service training of teachers. It will entail an expansion of the specialized services which are now available only to a limited degree. It will require new buildings and the modernization of many of our old buildings.

I believe that the people of our City, when once convinced of this need, will be willing to meet the costs involved. Those who look at the matter from a mere dollar and cents point of view are referred

## OUR PUBLIC SCHOOLS

to the study made by Dr. Harold C. Clarke, of Teachers College, and published by the U. S. Chamber of Commerce. This study underlines the finding that education can improve the material well-being of a nation. In short—education pays.

**OUR TEACHERS.** In conclusion, I wish to pay tribute to New York's 35,000 teachers, whom it is my privilege to lead.

It has been the unfortunate fashion on occasion to picture the teacher as a timorous sort of person living in an ivory tower. Yet it can be said that few groups come to as close grips with those major issues vital to our whole culture as do the New York City school teachers; and few groups meet such issues with greater courage and sacrifice.

Let me say to all of you here and now that you may rest assured this grave responsibility is not misplaced. I can say as Winston Churchill said on a more historic occasion involving the survival of Western culture and civilization: "*Never have so many owed so much to so few.*" Our teachers here in New York have labored and continue to labor for the ideals about which many merely dream and talk. In the face of wartime and post-wartime shortages of educational material, overcrowded conditions, and sky-rocketing living costs, the classroom teacher has stuck to the post of duty. The health, comfort, and welfare of our children has been her paramount professional concern. Our teachers have been unflinching in their loyalty, conscientiousness, devotion to duty, and great striving; and heroic though their role has been, it gains even greater luster when one realizes that it has been largely unpublicized, and, at times, unappreciated.

There are 35,000 teachers and supervisors in New York City. I am one of them. I realize that this best expresses my relationship to my colleagues when I survey the task that lies ahead. I humbly and thankfully accept the honor you have conferred upon me tonight—not for myself, but for every one engaged in this mighty effort, and most particularly for the classroom teachers who serve your children and you. In all honesty and good conscience I cannot do otherwise in accepting this honor than to serve as a symbol of their courage, of their integrity, of their loyalty, of the success which they have achieved, and of the work which they are doing now and will continue to do—in the years immediately ahead.



## The Public and the Public Schools\*

ROY E. LARSEN†

It is a great pleasure for me to appear at this inauguration of Dr. Jansen. Among the many outstanding qualities he brings to his new responsibility—one which impresses me greatly—is his real desire to interest the public in the public schools. Far from attempting to paint the public school system as an unnaturally perfect institution, he has often gone out of his way to explain the problems faced by educators in order that the public can consider possible solutions. I think the fact that so many persons have gathered here tonight should be a matter of real satisfaction to him in view of his efforts to foster intelligent interest in public education. This juxtaposition of the new Superintendent of Schools and so large an audience is one of the many healthy signs today which lead me to hope that the public is gradually becoming more than a silent partner in the public school system. Perhaps this hope will be realized, for I think there is a definite possibility that we are about to begin a new era of popular interest in the public schools, not only in this city, but throughout the nation. It is this possibility which I take as my subject tonight.

A CENTURY AGO. Once, more than 100 years ago, the public schools of this nation were in exceedingly poor condition. Teachers were scandalously underpaid. A current article stated, "*The average compensation, in addition to board, is about \$11 a month for male teachers, and a dollar a week for females. Many females, however, of considerable experience, teach at 75 cents a week; and some whose experience is less at 62½ or even 50 [cents]. Many board themselves and teach for one dollar; as it is generally supposed that a female instructor can earn enough at some other employment, during the intervals between school hours, to pay for her board . . .*"

With a somewhat surprised air, this article goes on to say that "*One of the greatest evils which exists in connection with the common schools of Connecticut is a perpetual change of teachers.*"

This problem was only part of a sad state of affairs. In the early 1800's some areas had no public schools at all. "*Even where so-*

\* Address at the Civic Induction Ceremony in honor of Dr. William Jansen, Superintendent of Schools of the City of New York—November 6, 1947.

† President, TIME Incorporated.

## THE PUBLIC AND SCHOOLS

called public schools existed, they were poorly housed, their curriculums were severely restricted, and the teachers were, in the main, ill prepared—the public schools were a reproach to the democracy which fostered them"—so an excellent new book, *The School in the American Social Order*, informs me. A few bitter souls of that era openly said that the Revolution had been fought in vain, for the people were too ignorant to rule themselves. Thomas Jefferson warned, "*If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be.*"

It was at this time, approximately 50 years after the Revolution, when the situation had become so bad that something *had* to be done, that a great popular interest in the public schools was born. Countless laymen became genuinely excited about the prospect of building up a really great public school system. The American Lyceum, an organization which was formed in 1826 "for the advancement of popular education by introducing uniformly high standards and improvements in common schools," led this tremendous up-surge in public activity. Within two years of the Lyceum's founding, more than fifty societies had been organized. In 1831 a national lyceum was organized, and by 1832 it was reported that there were, in addition to numerous state and county lyceums, nine hundred such institutions throughout the United States. The Salem, Massachusetts, Lyceum alone had twelve hundred members!

The historian Ellwood P. Cubberley, while describing this struggle to improve the public schools, writes, ". . . Many conventions were held, and resolutions favoring public schools were adopted; many 'Letters' and 'Addresses to the Public' were written and published; public-spirited citizens traveled over the country, making addresses to the people explaining the advantages of free schools; many public-spirited men gave the best years of their lives to the public-school propaganda. . . ."

It was thus that inspired public interest came to the rescue of the sickly infant public school system of this nation. By the beginning of the Civil War practically all the states were making substantial progress in setting up systems of public education. The Civil War, like all wars, retarded this progress, but, according to the authors of *The School in the American Social Order*, "*The closing decades of the nineteenth century witnessed the beginnings of an educational system which was truly phenomenal. It is no exaggeration to say*



*that no other nation in the world has ever developed an educational system so extensive and so freely open to its youth. . . ."*

**ATROPHY OF A MOVEMENT.** The parent does not usually grow with the child, however; the public interest did not grow with the school system. Instead, widespread public interest in public education gradually died. The last of the American Lyceums disappeared with the turn of the century. After all, the public schools of the United States were said to be the best in the world, and it is difficult to arouse much enthusiasm with a campaign to improve what is already the best. Public-spirited citizens began to devote their energies more and more to the various campaigns against diseases, or to charity. Only a few laymen continued to appreciate the importance of the public schools to the community and to the nation as a whole.

In the face of general public apathy, what great credit is due those who have been organizing and expanding the Parent-Teacher Associations throughout the nation and, here in New York, the United Parents Association! A salute is due also to the Public Education Association of New York and to other groups and individuals who have interested themselves in one phase or another of the schools' problems. But these persons, like the educators, found themselves increasingly in the minority. For they, too, lacked support for their efforts from the public at large.

The attention of the public had been diverted from the schools at the very time the schools needed it most, for in the years from 1870 to the beginning of World War II secondary school enrollments had increased 90 times! This, against a population increase of 3 times. School budgets, which with rare exceptions had never really been adequate, and local tax provisions for them, lagged further and further behind this fantastic expansion. And what changes this growth dictated to educational practices!

More and more the burden fell on the educators and their associations to speak and plead on behalf of the American public for the public school system. Their voices sounded in the halls of Congress without benefit of public audience or support. Their proposals for reforms, for legislation, too often were answered with the charge of self-interest. In the unheeded proposals the educators made and the reports they published was the basis for a great public school

system, but even the changes they were able to initiate to meet changed conditions were so badly publicized that our uncomprehending public was actually becoming hostile. The phrase "progressive education" was used to damn improvements and to prove the hopelessness of trying to do anything about our educational system.

**REAWAKENING.** Then, following the war, came the first teachers' strikes. They surprised and shocked most laymen almost as much as would a strike by clergymen. From the newspapers and magazines, people began to learn disquieting facts and figures—facts and figures which had long been known to a few, but were both new and shocking to many of us. With the agitation all over America in the past few years to increase teachers' pay has come the realization that it is we, the people, who are responsible for the news about our schools which shocks us most. We learned that this nation spends more on tobacco, on liquor, on cosmetics than it does on public education; that war-time tests found some ten million adults in the United States who could not read or write well enough to serve any practical purpose; that whereas the \$194 a year spent on each public school pupil in New York State is not enough to do a proper job, Mississippi spends only \$45 a year on each pupil; and we learned that Mississippi actually spends a larger percentage of its income on education than does New York. The public's concern has broadened from its own local problems. Through such excellent reporting as that done by Benjamin Fine of the *New York Times*, the people of New York have become aware of the effect of the poverty of the schools on children's education, not only in New York, but in the nation; that low teachers' salaries are but a symptom of what has happened to the greatest school system in the world.

It may be more than a coincidence that the public was awakened to the need for its concern with our public schools at a time when the proliferation of world problems is becoming unbearable. Just as the public had decided that it must determine the end use of Atomic Energy, that great potential power for bad or good, so I believe they are beginning to appreciate that their public school system, perhaps the most important social instrument of our time, must have its end use determined in the same way by the people.

The American citizen who traditionally is proud of his ability to mind his own business is growing increasingly conscious of the fact



that the public schools are everyone's business.

Businessmen today are learning that educated people are able to buy more than illiterate ones. The Committee on Education of the United States Chamber of Commerce, after conducting a thorough study, concluded that there is a very high correlation between the degree of education in a given locality and the amount of goods and services bought there. Similarly, they have found that almost invariably those nations with a high level of education maintain a high standard of living. Just as education has become necessary for prosperity in peace, it has become a prerequisite of success in war. Totalitarian nations have always shown their recognition of this by the great emphasis they place on their "youth programs," their technical colleges and their schools of indoctrination.

If totalitarian nations think education is important, how much more so should we! Probably there has never been a time in our history when a greater strain has been placed upon the American public's ability to penetrate fogs of propaganda and misrepresentation to arrive at a clear view of the truth.

The fact of the matter is, of course, that this democracy is conducted on the assumption that the people who are educated in the public schools can learn enough to face intelligently the problems of their times.

Jefferson's warning concerning the impossibility of remaining both ignorant and free in a state of civilization applies even more to us than it did to our forefathers. We are living in a much more intricate civilization than they could have imagined. A man who then might have been considered educated, now would be considered ignorant, for it takes more than a knowledge of the "Three R's" to face the issues which confront us today.

**ACCEPTANCE OF CHANGE.** It is obvious that before the public can accomplish any improvements in public education, the idea of change in the schools must be generally accepted. When I first heard an educator say that day-to-day practice in the public schools is fifty years behind what leading educators have found to be best, I thought, "What is wrong with the teachers!" It came as even more of a shock when I realized that the public is twenty-five years behind even this day-to-day practice, and perhaps fifty years behind the newest discoveries in the science of education.

## THE PUBLIC AND SCHOOLS

Dr. Paul R. Mort and William S. Vincent in their book, *A Look at Our Schools*, write, "There are a number of checks and restraints which deter all schools from being in every practical respect as good as we know how to make them. One of these restraints is the attitude of the public itself. There are people who are suspicious of much that is different in the schools today from what schools were doing 25 or 30 years ago. This is like objecting to a modern doctor's treatment of pneumonia by sulfa drugs because the family doctor of our childhood relied on a poultice of crushed onions, turpentine, kerosene and mustard."

Too many people still think that the one job the public schools have is to prepare students for college. True, that is one of their jobs, but they also must perform a hundred other tasks. The great majority of high school graduates today, after all, don't go to college; as a result, the schedule of a modern high school today is not simple. All the old subjects are there, plus countless new ones. The public schools are asked to provide vocational courses, classical courses, technical courses, athletic programs and recreation periods. They are asked to teach one boy how to read Latin, another how to solve trigonometry problems, a third how to repair a Ford and a fourth how to irrigate a field—and they are expected to provide all the children with—among other things—a thorough knowledge of the English language and enough fun and exercise to keep them off the streets!

Too few understand the impact on our schools of the change which this nation has undergone from a largely rural society to a largely urban one. Nowadays, the public schools are expected to give back to the city children everything our busy modern civilization has taken away from them.

A revival of popular interest in the schools can be truly helpful only if it is generally realized that the public schools must meet all these new conditions. The quality of public education must be constantly reappraised and as constantly improved, so that this greatest of social instruments may be kept alive and responsive to the changing times.

**THE INDIVIDUAL'S PART.** If you believe with me that a renaissance of public interest in the public schools is necessary, and that it is already beginning to get under way, you may ask what



specifically the individual can do to help develop it. The Advertising Council here in New York has become acutely conscious of the need to improve the public schools. It is conducting a campaign to persuade people to visit the schools in their community, to join local organizations which work for better school conditions, and to show teachers both friendliness and appreciation. Undoubtedly all these steps would help.

**A NATIONAL PROBLEM.** I think also, however, that the layman must view his community school problem against the backdrop of the national problem. Anyone who really thinks it is wrong for a boy who is born in Mississippi to get only a fraction of the amount of education offered the boy born in New York inevitably comes up against the problem of how much aid the federal government should give the schools and how such aid should be given. A state like Mississippi cannot possibly afford to spend as much on its children as can a state like New York. The population of the United States, however, is an increasingly shifting one, and many men who were born and educated in Mississippi or similar areas will eventually work and vote in New York.

All the local and national difficulties which the public schools face today, however, are as nothing compared to the big central problem which for a long time has made progress in public education impossible in this country—the problem of public apathy.

**CART BEFORE THE HORSE.** It will not be a quick or an easy job, of course, to achieve the proper goals of the public schools of this country. The vague desire to provide the best education possible will have to be translated into concrete goals. Today too many towns and cities of this land first decide what they want to spend for public education, then supply the best equipment and teaching they can, and so, by this reverse method, determine the quality of education they will offer their community. The history of the human race has shown, however, that it is better to start by deciding what one's standards and goals are, and then to cast about for methods of meeting them. A righteous man first establishes his moral code, and then determines his actions by it.

The people in each community must set up definite goals and standards of education so that they can measure the progress of their

schools and determine what further efforts are necessary to reach their goals.

**ON THE MARCH AGAIN.** Throughout the history of this nation, whenever a great need has existed, the people have provided a solution. The public schools today are as desperately in need of help as they were when the American Lyceums were founded in 1826. All around us we see signs that the public is getting busy. People once more are talking about the public schools; they are reading about them; they are visiting them. Next Sunday, as you know, will mark the beginning of American Education Week—a week in which everyone is asked to take a special look at his schools. Let us hope that the American public will find it possible to observe not a week, but a decade, or whatever time is necessary to do what must be done.

Let us hope that as it was in the early 19th century so again will it be in the middle of the 20th century—that the general public will join with the educators in a determined movement to make our public school system the truly great social force of our time. I hope that the historians of the future will be able to write again: "*Many conventions were held, and resolutions favoring [our] public schools were adopted; many 'Letters' and 'Addresses to the Public' were written and published; public-spirited citizens traveled over the country, making addresses to the people explaining the advantages of our free schools; many public-spirited men gave the best years of their lives to the public-school propaganda. . .*"



### THE OMNISCIENT SCHOOLBOY

Every schoolboy knows that the successful politician is the man who reduces taxes, raises wages, and keeps everybody happy.

—John K. Weiss in *PM*, March 24, 1947



## The High School Teacher and the Veteran

EMANUEL R. BRANDES, Dewitt Clinton High School  
SIMPSON SASSERATH, Murray Hill Vocational H. S.

Since the end of hostilities two years ago, America has come to realize that peace has its difficulties no less pronounced than war. One of these difficulties, fortunately a happy one, has been encountered by our schools in providing for the influx of returning G.I.'s.

G.I. Joe came home from the wars confident in his ability to meet any situation. He had faced the German Panzer and the Japanese kamikaze. He had conquered the desert of Africa and the jungles of New Guinea. Certainly, with the help of his new Bill of Rights, he did not expect to encounter any serious hazards in the classroom. However, many a hard-bitten veteran who stood fast in the Battle of the Bulge has been forced to beat an inglorious retreat in the battle of the books. It is small consolation to him that where he has failed or not wholly succeeded, the fault has not lain with him alone but with his supposedly powerful allies—his teachers.

High school instructors who have devoted extra hours of effort, thought and planning to their student veterans may resent this implied criticism. The authors do not wish to impugn themselves or the thousands of others who are reinitiating the veteran into the mysteries of the chemical compound, the irregular French verb and the dangling participle. Yet it is their feeling that though much has been accomplished, many teachers have been handicapped by a vital though natural error in their approach. The vet has been subjected to all the pedagogical craft and approved methodology which have been so time-honoredly successful with secondary-school adolescents; unfortunately this profusion of technique has often served to bewilder and annoy him. For in our eagerness to teach the subject, too many of us have overlooked the possible reactions of the adult veteran mind.

In short it must be kept constantly in view that many pet devices and habitual attitudes work with adolescents, but with adolescents only. In maturity, in emotions, in experience, in background, the veteran manifests differences that require modification of many accepted practices. The authors, who are veterans themselves, and have been teaching English to veterans ever since their discharge

from the Service, do not claim to be authorities on pedagogy for former G.I.'s. However, some of the ensuing questions may be of value in keeping certain questions in their proper focus.

ACCEPTED MOTIVATION WASTED. A teacher we know used to walk into her high school civics classroom once each term and hide herself in her locker for several minutes. After rattling several hangers while the pupils waited curiously, she would emerge, walk to the front of the room and after a dramatic pause, would say, "Boys and girls, that is the way we vote in America."

There is no doubt that adolescent classes can be intrigued by this ingenious type of motivation, but can you imagine the effect this sort of performance would have on a group of discharges? We do not think that they would scoff; but even the kindest of them meet such fancy or indirect approaches with puzzled indifference.

All a veteran expects is a direct reason for any lesson or unit. Adverbs and infinitives do not have to be taught with matchstick figures, nor does a teacher have to act as a personnel manager to encourage the writing of letters of application. In fact, once the "raison d'être" has been established in any unit, daily motivation often serves merely to amuse or irk the already willing student. Poetry, for example, can be presented with a greater chance of success as Modern American or Victorian than in relation to subject matter. The veteran wants to see his unit steady and see it whole. Three poems about death or love or nature have far less meaning to him than three works by Sandburg, or three bits of verse showing the attitude toward life of the Cavaliers.

Sometimes a mere presentation of introductory facts is preferable to Socratic questioning. With a veteran group, it is a waste of time to pool the ignorance of the class to establish a need for the Dewey Decimal System and the card catalogue. Five minutes of explanation based on mimeographed material will familiarize such a class with the library far more efficiently than a half hour of tortuous dialectics.

What we must attempt to do is to keep the same intellectual level (a fifth-term class has limitations in vocabulary, reading ability and grammatical knowledge regardless of average age), but at the same time achieve a higher level of maturity in our approach. We must, for instance, make more extensive use of the experiences of our



worldly neophytes, and less exhausting demands on their tired imaginations. "Interesting places I have seen" will prove to be a somewhat more stimulating composition topic than "If I had a million dollars." It follows also that the timing of the individual lesson is of less consequence than the timing of the unit. Suppose the bell does interrupt your summary, or suppose that having introduced a topic at the end of the previous day, you begin without another presentation or motivation? Your students are mature; they have their notes, and most important of all, they have as much of a long range view as you. It is time that is of the essence, not the art that conceals art.

Let it be emphasized again that we do not pretend to be pundits who dare to attack approved methods of motivation; we merely suggest that there should be some reinterpretation to fit the needs of the veteran.

**SUPERVISED STUDY.** Another teacher of our acquaintance, discovering one afternoon that one of his bigger boys had not done his homework assignment, demanded that the culprit bring a note from home. "Whom do you want to sign this note," the pupil politely asked, "my daughter, my wife, or my mother-in-law?"

The blushing pedagogue can be forgiven, perhaps, for not noting the ruptured duck on his student's lapel, but others of us cannot be forgiven quite as easily for disregarding the practical difficulties that nonessential homework imposes on the ex-serviceman. Our would-be scholar is probably working from four to eight hours after school. He lives in a three-room apartment with three or four in-laws, all of whom like to listen to the radio. He has other miscellaneous chores, such as feeding the baby at 2 a.m. or looking for a place of his own to live. He is willing to do outside assignments since he is just as anxious to cover the necessary work as his teacher; yet can he be blamed for resenting the compulsion of a daily written task so frequently given for the sake of homework itself?

We all recognize that adolescents should be given a home assignment every day. Administrators encourage this practice; parents feel that their taxes are being wisely spent, and above all we are developing character. But at the very least, we should be able to modify this traditional demand in the case of the vet without damaging too seriously our pedagogical consciences. We cannot speak for the

## TEACHERS AND VETERANS

mathematics or language teacher, but in the English class much of the time devoted normally to motivation, medial summaries, and extended applications can be utilized just as profitably for supervised study.

In this way we will not be sacrificing our basic standards and at the same time we will be following the dictates of modern guidance by adapting our methods to the individuals under our instruction. Having compositions written in class is a sound educational procedure. The teacher can give individual help where it is most needed. He can also train older and less nimble minds to function effectively under the stress of a time limit. Reading at home is essential if any kind of ground is to be covered in literature, but related written assignments should be as infrequent and as short as possible. Why not encourage and equip the veteran to take notes in class instead on the basis of group discussion? Since grammar needs no motivation but only explanation for our already willing pupils, a large part of each grammar period can take the form of supervised study and drill. No preliminary homework is necessary. After ample illustrations in answering the questions, the student can complete enough test sentences to decide for himself whether he has mastered the concepts of the lesson. Optional work can be provided for those who see that they need further practice.

**SELF-EVIDENT ORGANIZATION OF UNITS.** We must constantly remember that while any student likes to have his work made interesting, the veteran does not have to be lured or cajoled into beginning a lesson or unit. The most effective presentation will often be an explanation of the unit's purpose from the teacher's point of view. One very capable teacher—that is, capable with adolescents—had the problem of introducing lyric poetry to a class of veterans. She proceeded to utilize her most intriguing approach by passing out mimeographed copies of "Trees" and "Who Is Sylvia?" and encouraging her class to sing. The response, to say the least, was unenthusiastic. When the instructor finally explained to her inexplicably phlegmatic choristers that the words of the songs were lyric poems, she began to wonder why she hadn't said so in the first place without the musical prelude.

The inductive approach, while of unquestioned value, is likely to prove a liability with a class of veterans. For instance, it is advisable



for a teacher who wishes to develop a fuller understanding of the value of the dictionary to list, with the class's aid, all the different uses, and to arrive at examples for each use. The more intriguing method of asking for twenty or twenty-five pieces of information as a sort of treasure hunt and then developing the generalities therefrom, just would not work with a G.I. group. Our ex-service man does not like to play a game before he knows its purpose.

On the same basis of reasoning, the development of skills should be made as systematic as possible. Spelling should be taught by rule, and where no rules exist, inconsistencies should be explained in terms of the human growth of language. Spelling bees, quiz programs and proofreading games can be saved for more jaded adolescents. Incidentally, most veterans feel (with good reason perhaps) that the spelling question as presently constituted on the Regents Examination is ridiculous.

Other examples of the kind of systemized presentation that vets appreciate are: vocabulary explained by derivation, compositional technique developed by types, and parliamentary procedure by explanation and definition rather than by making the class a club. These methods are not being advanced herein on the basis of their novelty by any means, but on the grounds that they will achieve better results than more spectacular and devious motivations.

In short, the contention here is that regardless of subject the teacher must constantly remind himself that these students are his equals in maturity and wisdom and experience. They want the subject matter to be clear and valuable. If these requirements are fulfilled, their interest will be held without the sugar coating that so often implies condescension.

**THE PATERNALISTIC MANNER.** One day a psychologist will write a treatise on the occupational and emotional factors that cause some pedagogues to assume such a commanding air within the domain of the classroom. Undoubtedly one major consideration will be that a new entrant into the teaching profession quickly realizes the necessity of asserting his authority both in bearing and in management of classroom issues in order to gain the respect of his adolescent pupils from the very start. An air of authority is essential for success in leading a group of any age, but the nature of the leadership must of necessity alter in the case of an adult class.

Most teachers at this point may feel that this is elaboration on the obvious; however, too many of us who pay lip service to the equal rank of the student veteran still have deeply ingrained those classroom mannerisms and devices with which we have been accustomed to extracting obedience. One of the most successful martinets we know had five classes last term liberally sprinkled with veterans. Noticing a slackening in attendance and work just before the Easter Vacation, he announced that anyone not present and fully prepared on the Thursday before the Holiday would receive a double penalty (wisely capitalizing on fear of the unknown so dear to the heart of the disciplinarian, he hinted darkly at what that double penalty might entail). The threat worked beautifully. The lame, the halt, the blind, and the unwilling all showed up with their homework on the fatal Thursday, with one slight exception—all the veterans were missing. Our colleague, in spite of some tentative questioning, never unearthed the cause of this remarkable coincidence; nor to our knowledge did he ever exact the fearsome consequences he had promised.

Cases of such open revolt on the part of student vets are extremely rare; but they do express resentment not only against stratagems such as the one described but also against less egregious coercion implicit in the very manner of some instructors. Although the veteran knows all too well that a reasonable order should be obeyed, he appreciates having that order expressed as a request rather than a demand. Moreover, while it is poor policy even with a younger group for the teacher to state in effect, "This must be done because I say so," a dominating instructor can get away with such an attitude. The vet, however, is very conscious of his independent status as a civilian, and subsistence or no subsistence, he will rebel or sneer at a tone too reminiscent of his military background. Thus, emphasizing the social or educational needs of a mandate in preference to the instructor's individual wish becomes not merely advisable but essential. To illustrate very simply: when Johnny, age 16, interrupts teacher by talking to his neighbor, you tell him to keep quiet; when Joe Smith, father of two children, becomes audibly inattentive, you point out that he is disturbing the group.

These suggestions arise out of one fundamental postulate—a man-to-man relationship. The veteran may show his appreciation of his relationship by dropping the mister when he talks to you personally, or passing a friendly or irreverent quip, or patting you on the shoulder like an old chum. With the adolescent, these acts may be a sign



of poor discipline or lack of respect; with the veteran, a stamp of approval is an indication of rapport.

**JUDGMENT IN MANAGEMENT.** At this point a skeptical reader might very well comment: "The necessity of handling veterans with a glove of thicker velvet is readily apparent, but what about the man who is consistently late or frequently absent or neglectful of all homework?" There is no one answer to this question. A classroom teacher within the limits of his available time can make an attempt to ascertain the reasons for individual defections, and can often help the habitual latecomer or absentee to reach a mutually satisfactory solution. This is particularly true where the cause is temporary—an ailing child, a period of overtime work, a physical indisposition. Where the veteran is attempting to crowd too many activities into a twenty-four hour day or appears to be extending to the classroom the fine art of "goldbricking," only a veteran's counselor can arrive at a final decision in consultation with the person in question. It should be made plain that this counselor functions not as a disciplinarian or superior officer but as an individual with the training, the time and the facilities to give helpful guidance.

Occasionally, even under the best regulated conditions, a teacher may be faced with a direct disciplinary case: the student who does not see why he cannot smoke in the classroom; the well-meaning nuisance who tries to be the life of the party; the amateur savant who delays progress with his verbose efforts to discomfit the teacher; the grumbler who appears to be nursing some obscure grudge. Eventually the difficulty may have to be settled by personal conference; meanwhile the tactful exertion of social pressure will save time and trouble in the classroom. The teacher can point out that he too would like to smoke, but that fire regulations have to be enforced. He can stop the smart aleck or the bickerer by asking him not to waste the time of the class and by indicating a willingness to discuss any personal or intellectual differences in private. With the successful instructor situations of this type will be rare. If and when they do arise, they must be dealt with deftly and calmly so as to enlist the support of the group. The offense must always be pictured as one opposed to the interests of the class and not just the teacher.

**CRITICISM WORKS BOTH WAYS.** Another important aspect of harmonious accord between teacher and veteran should be

the readiness of the teacher to accept as well as give constructive criticism. We recognize the justification in squelching the lazy or rebellious adolescent who claims that the teacher "has a grudge against him" or "does not explain things clearly" or "gives too much work." Even though the junior critic may be right on occasion, the lesser of evils is to subdue him regardless to avoid a chaos of rationalization. The G.I., on the other hand, should find his suggestions welcomed or at least considered. Since education to him is a serious matter, he is not going to cause delay with an opinion on methodology unless he feels that it has some value. Even where he may be wrong, a polite refutation by the teacher coupled with some indication of appreciation will give the student a feeling of good will.

Most important of all, perhaps, is the fact that veterans often make very good suggestions. One vet in a first-year English class asked his instructor why so much time is spent on the plots of the short stories being covered, at the expense of characterization and literary style. He was right. Adult pupils, even though they are weak in reading comprehension and technical English, should be guided into discussions commensurate with their maturity. As a matter of fact, some of the precepts set down in this article have been arrived at partly or wholly through comments by members of vet classes.

For the most successful type of student-teacher relationship the authority that the instructor needs for proper management should be a product of his scholarship, his pedagogy, his poise, and his assurance. At the same time the teacher must show his G.I. pupils that he considers himself as well as them both human and fallible.

**CONCLUSION.** The authors hope that they have made clear by implication that the veteran is not a unique educational problem to be managed differently from any other that has ever existed before or since. Apart from his greater maturity and his wartime experiences, he is like any student being taught by any teacher. Consequently, in the preparation of this article, no startling innovations have been introduced. There has merely been a selection of some conventional techniques in preference to others as being those best suited for G.I. classes. If a few of these recommendations appear to apply equally well to adolescents, so much the better, so long as the sum total is sufficiently eclectic to point the way to more effective instruction for vets. Though examples have been taken chiefly from



the field of English, the underlying principles should hold true for all subjects.

Since we are trying the question of the veteran realistically, let us also be realistic about the results. As in any adult education group, some students will be dropped for unsatisfactory effort or attendance, and some will not have the intellectual capacity to succeed under any circumstances. To coddle these few by giving them passing grades for the sake of their wartime contributions would make a travesty of education and would be an inexcusable disservice to all student veterans. We can, however, assist many more discharges to readjust themselves to the classroom by careful re-evaluation of our instructional techniques and our personal attitudes.

To sum up, the specific devices or approaches suggested herein are of subordinate importance to the simple general factors of which all teachers of veterans should be constantly aware:

1. The veteran is back in school because he wants to be and not because he has to be.
2. He appreciates a presentation which is direct, clear and honest.
3. He is an adult and expects to be treated as an adult.
4. He has a right to assume that his teachers will be flexible enough to adjust their points of view to his particular problem.

### MOVIES vs. EDUCATION

The movies are certainly playing a significant part outside of school. Hollywood spends more money on one luscious stage set to enhance a materialistic or shallow view of life than the schools of America spend on new educational films for a whole year. Even if schools had the money, there is not enough visual material to buy for school use. For millions of young people, morals, behavior patterns, and attitudes toward life are being made in Hollywood, not in our schools.

—George H. Henry, *Survey Graphic*.

## The Antiquarian's Corner

### Forbidden Fruits

The question of reading books that everybody is supposed to read is in the news again. Dr. John Spangler Kieffer, upon his inauguration as the seventeenth president of St. John's College in Annapolis, Maryland, declared that St. John's would continue its great books program. As is well known, the curriculum of that college is based on the classics of Western civilization.

One thousand New Yorkers have registered under a program sponsored by the New York Public Library for a four-year study of similar literary contributions to Western culture. Among the books being read and discussed are Aristotle's *Ethics*, Plutarch's *Lycurgus*, St. Augustine's *Confessions*, Locke's *Of Civil Government*, Rousseau's *The Social Contract*, Adam Smith's *The Wealth of Nations* and Karl Marx's *The Communist Manifesto*.

And, if you want a list for yourself, you can buy a booklet which lists lists. For one dollar you can get an anthology of lists of books that somebody else thinks everybody else ought to read. Christopher Morley and Arthur Conan Doyle, Will Durant and John Erskine, St. John's College and *Life*, and anonymous selectors have here set down their own century of books that no man or woman should ever confess to not having read.

### The Battle of the Books

On the other hand, committees of educators are exploring the potentialities of comic books. So tremendous is the vogue of these illustrated books that a medical authority has urged that they be widely disseminated among the major part of our population to teach the facts about social diseases.\* He believes that most Americans are unable to read intelligently anything more difficult than a comic book!

So, the battle of the books goes on between those who would lead us directly to the classics and those who would present them to us in a diluted form.

\* Dr. Terrence E. Billings in *The Journal of Venereal Disease Information*, U. S. Public Health, Vol. 28, Page 162, August 1947.



## Turning the Tables

But, between the zenith and nadir of literature there is still another genre which may have as many devotees as the other two kinds combined. This is the mystery-detective-blood-cum-murder school of fiction.

How can the appeal of such books be used to draw readers toward a reading of the classics? A modern French writer, Pierre Véry,\*\* proposed a simple solution. He reasoned that the classics are unpopular because they are required. How would it do to reverse the process and give the classics the allure of forbidden fruits?

## The Curriculum of the Future

In the lycée imagined by Véry, "Criminal literature, which was incorporated in the curriculum about 2500, has little by little taken precedence over all other forms of literature, which have become discredited and forgotten. Edgar Allan Poe, Edgar Wallace, and certain highly specialized authors who wrote at the beginning of the twentieth century have become classics, whom the pupils study from the time they are twelve or thirteen years old until they graduate."

Typical questions are:

"Pupil Jozont, name Sherlock Holmes's most mortal enemy."

"Professor Moriarty."

"What was the date of the murder of the widow Lerouge in the Affaire Lerouge written by Gaboriau?"

"March 4, 1862."

"Thank you. Pupil Gharantee, tell me about Isidore Bautrelet."

"Isidore Bautrelet, the schoolboy in the Adventure of the Aiguille Creuse, was Arsène Lupin's formidable adversary. He knew that the corpse found on the cliff . . ."

Every subject has been affected by the new trend.

Dictation: "At exactly six o'clock, as he had announced, Herlock

\*\*Pierre Véry is the author of stories of the Goupil Mains-Rouges Family. One of them was turned into a successful motion picture which played at the Little Carnegie under the title, "They Stopped at an Inn." The extracts in this article are taken from a sketch "Murder in Parnassus" which appeared originally in *Marianne*, was translated in *Living Age*, April 1935, and was included in *The Art of the Mystery Story*, edited by Howard Haycraft (Simon and Schuster, 1946).

## THE ANTIQUARIAN'S CORNER

Sholmès, wearing a pair of trousers that were too short and a coat that was too narrow, both of which he had borrowed from the innkeeper . . ."

Translation: "Open your Meurtre de Roger Ackroyd at page 269, chapter 23: Poirot's little party—from 'and now,' said Caroline, rising, 'that child is coming upstairs to lie down,' until, 'what is it?' I asked."

Geometry: "Given a closed space in the form of an isosceles triangle, ABC, and another closed space Z in the form of a hexagon MNOPQR. Find. . ."

Physics: "If you have a safe covered with armored plate  $x$  millimetres thick and a blow-torch whose power is  $b$ , find the time necessary to make around the lock a circular aperture having a diameter of . . ."

Physical Education: "The exercise consists in climbing up to a window two yards above the ground without leaving any traces." . . .

Latin: "I give you the old proverb, Is fecit cui prodest." [Roughly translated: "The one who dunit is the one who had a motive."]

Literature: "Gentlemen, the triangle in literature is represented by three main characters—the victim, the murderer and the detective. We have as many as thirty-two dramatic situations. . ."

## The Home Is Affected

At home the pupils no longer trouble their parents with problems like, "If three men can do a piece of work in  $17\frac{3}{4}$  hours and at the end of the sixth hour another man is added to help them while two of them take two hours off, how long will it take to finish the job?" Instead, the pupils carry home such practical problems as:

"A corridor has seven doors. A millionaire is sleeping in the last room. His door and his window are locked from within. His secretary is on watch in the next room. How would you go about



And the father of 2935 A.D. answers in the way fathers now answer when asked for help with an algebra problem:

*"That's childish, my boy. That's the old problem of the enclosed space. There are a lot of solutions. Theoretically, I can use the inexplicable-galley trick, or I can have recourse to the funereal-odor system. Or, better yet,—but what do you want me to tell you? I knew my enclosed space by heart once upon a time, but it's been so long since I've looked at a book. Go ask your big brother. . . ."*

## THE CLASSICS RETURN

Here's the aftermath.

*"The children sweat blood over these problems. Wearily they drag their schoolbooks filled with such repulsive titles as L'Etrange Mort de Sir Jeroboam Backdrive, Triple Assassinat Rue Sébastien—Bottin, L'Affaire des Oreillers Rouges.*

"Mortal stifling boredom emanates from these schoolbooks, from these texts that have become colder than the corpses they deal with since they have been made into a school subject to be dissected and discussed. Long ago schoolboys stopped reading adventure stories for the pleasure of it. They have stopped dreaming of themselves as gangsters and gentlemen robbers. They read forbidden books and delight in a bizarre, vanguard literature in which revolutionary authors resolutely break the old formulae and compose strange works that they call tragedies and that are generally written in Alexandrine verse.

The authors invent new plots which are really the stories of the classics of former years. The pupils like them and enjoy also "*those short narratives in irregular verse called fables, which describe animals—the fox, the stork, the little rabbit, the ant, and the grass-hopper.*"

The result is that the pupils long for this new and forbidden fruit. "Of course, the professors scorn such frivolous works, but in small chapels, in secret meetings, it is whispered that these despised 'tragedies,' which are so disconcerting by their extreme novelty, may some day become classics."

MORRIS ROSENBLUM

Samuel Tilden High School

## High Points

**METROPOLITAN MUSEUM OF ART CORRELATED PROGRAMS**  
Illustrating textbooks of history and

Illustrating textbooks of history and literature with pictures of art objects is an old, accepted practice. However, it was not always done well. Most of us remember such illustrations from our own school days as a dreary selection, often translated into line engraving, and reduced to nearly unseeable miniature. Together with the sepia engravings of Roman ruins that hung in the halls of the schools, they were among the major deterrents in the struggle to appreciate art. Today, such illustrations are usually better. But we in the Metropolitan Museum of Art think that we can offer the best illustrations of all—the original work of art, three-dimensional and full-colored, handsome and accessible for the student to look at.

Also, it no longer seems good enough to present art merely as quaint, or even beautiful, marginalia. We think that it should be an integral co-ordinate in the study of the humanities.

We see art as a pleasurable experience. We are glad to discuss its intrinsic language, so that it may be more clearly understood as a mode of communication, and point out its harmonies, so that it may be added to the students' store of good things which will enrich their lives.

But we also see art as the visual concretion of history, from the time when the first anthropoid sat back on his haunches and shaped a stone better to fit his paw. Today we are unable to interview that anthropoid, but we are able to look at the very artifacts that his hand made. Likewise, we see art as the sister-expression of literature and music, responding, in its own form, to the same historical impulses. The arts help to explain each other, and together can help to explain the ideas and aspirations of men. In addition, we have seen art used successfully to illustrate an incredible range of subjects—the preparation of food, the sewing of clothes, the development of transportation, or (as in an exhibition now circulating in the high schools) the history of the social conditions of the working man. In this way art can make many subjects more vivid, and at the same time amalgamate them into the broad and rich area of cultural history.

ART AND LIFE. All of this, finally, fits into the large problem of re-integrating good art into people's lives. It is commonplace and

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valid to lament the passing of the time when one absorbed art with one's religion or civic pride or family tradition or craft, and to point out that today art is an isolated, and rare, experience. We can remedy this by making good art once again a part of what we see every day. We can remedy it also by making good art a part of what we know—by integrating it into the general body of knowledge.

**THE COOPERATIVE PROGRAM.** This is the theory. The next point is its implementation. This happens in a number of ways, both within the Museum and via extension materials outside the Museum, the nucleus of which has been the one-hour talk in the Museum galleries on subjects requested by teachers to fill precise curriculum needs. These can be given only to small groups, however, and most of the city's high school students are left untouched by them. Therefore, we have sought additional methods to supplement these gallery talks. A co-operative Board of Education-Museum High School Program is now functioning, with Mr. Charles E. Slatkin assigned as Co-ordinator by the Board of Education. One successful result of the search for new methods is a series of special co-ordinated programs in the Museum arranged for large audiences of high school students.

The programs are co-ordinated internally. They consist of three related parts: a forty minute lecture with slides, a gallery visit with individual mimeographed guides, which we call *Quiz Guides*, and a pertinent movie. The *Quiz Guide* answers the problem of giving students in large numbers an ordered and "led" visit to the galleries. It tells them what to look at, presents them with the challenge of an organized *Quiz-Lesson* on each subject, and offers the pedagogical advantages of active participation and a recapitulation of the material of the lecture. These *Quiz Guides* can also be used independently, quite apart from the program. For such use, master copies of all of them are available on request.

The programs are co-ordinated externally as well, to relate to the school curriculum. The programs are intended to reinforce the understanding of subjects studied in school, so that art interpenetrates and enriches the students' knowledge of history or literature or the French language or the cutting of dress patterns. At the same time, the meanings of art are clarified via channels of knowledge or interests that the student already has formed.

## CORRELATED ART PROGRAMS

Programs are offered both on Saturday mornings and on weekdays.

**TYPICAL PROGRAMS.** The Saturday morning series is offered during the second and third months of each semester. For each program, an invitation is sent to chairmen of the departments involved, together with tickets to be distributed to the students. The programs for the fall semester, 1947, follow:

October 4, for students of social studies:

Lecture: *The Age of Chivalry*, by Angela Bowlin.

Gallery visit to the mediaeval collections.

Movie: *Alexander Nevsky*, directed by S. Eisenstein.

October 11, for students of home economics, academic high schools

Lecture: *People and Clothes* by Beatrice Farwell.

Gallery visit to the Costume Institute.

Movies: *Clothing, Glimpses of the Chinese Dress, Dress Parade*.

October 18, for students of home economics, vocational high schools:

Same program as October 11.

October 25, for members of The Arista:

Lecture: *Masterpieces of Painting*, by Huldah Smith.

Gallery visit to the paintings collections.

Movies: *Memling, Rembrandt, Matisse*.

November 1, for students of Spanish:

Lecture: *The Art of Old and New Spain*, by Blanche Brown.

Gallery visit to the collections of Spanish painting.

Movie: *The Wave*, directed and photographed by Paul Strand.

November 8, for students of social studies:

Lecture: *The Art of the French Revolution*, by Huldah Smith.

Gallery visit to the collections of French art.

Movie: *Marseillaise*, directed by Jean Renoir.

November 15, for students of Latin:

Lecture: *Life in Ancient Rome*, by Stuart M. Shaw.

Gallery visit to the classical collections.

Movie: *Last Days of Pompeii*, starring Preston Foster.

November 22, for students of English:

Lecture: *Romance and Reality in 19th Century Literature and Art*, by Huldah Smith.

Gallery visit to the paintings collections.

Movie: *Becky Sharp*, starring Miriam Hopkins.



These additional programs will be offered in the spring semester:

For students of French:

Lecture: *Modern French Painting*, by Huldah Smith.

Gallery visit to the French painting collections.

Movie: *Generals Without Buttons*, directed by Jacques Daroy.

For students of music:

Lecture: *Baton, Chisel, and Brush*, by Beatrice Farwell.

Gallery visit to the paintings collections.

Look and Listen Concert.

For students of Italian:

Lecture: *Art of the Italian Renaissance*, by Angela Bowlin.

Gallery visit to the Italian art collections.

Movie: to be determined.

For students of German:

Lecture: *Masters of German Art*, by Beatrice Farwell.

Gallery visit to the German art collections.

Movie: to be determined.

For students of English:

Lecture: *American Literature and Art*, by Blanche Brown.

Gallery visit to the American art collections.

Movie: *House of Seven Gables*, starring George Sanders.

For students of social studies:

Presentation: *The United Nations in Art*.

Gallery visit to the paintings collections.

Program: Songs of the United Nations.

On weekdays we offer a repetition of any of the programs listed above, for 200 to 400 students from a single school. The program lasts about three hours, can begin any time between 10 a.m. and 1:30 p.m. The museum visit is organized within the school, and the teacher in charge chooses the program. For this purpose, we add two programs to the list:

For students of interior decorating (Group cannot exceed 200):

Lecture: *American Homes Yesterday and Today*, by Stuart M. Shaw.

Gallery visit to the American Wing.

Movies: *18th Century Life in Williamsburg, Virginia*; *The City*.

For students of history or world literature:

Lecture: *The Living Past of China*, by Blanche Brown.

Gallery visit to the Chinese collections.

Movie: *The Good Earth*, starring Paul Muni.

Schools which have already participated in these mid-week pro-

## CORRELATED ART PROGRAMS

grams are Benjamin Franklin, Brooklyn High School of Women's Garment Trades, Erasmus Hall, Haaren, James Monroe, Julia Richman, Lafayette, Manhattan High School of Aviation Trades, Seward Park, Theodore Roosevelt, Thomas Jefferson, and Washington Irving.

**A LARGE-SCALE VENTURE.** This venture into large-audience programs was started with some misgivings about diluting the educational process, because larger groups can not have the same intimacy, the personal contact, the opportunity for discussion, and the tailor-made subject matter of the gallery lectures arranged for small groups of twenty or thirty. We went ahead with it because the number of high school students who could not be taken care of at all by the gallery talk system was overwhelming. Actually, during the past year, from September, 1946, through June, 1947, while gallery talks accommodated 1,729 high school students, we have served 7,725 students in the co-ordinated programs. Most of these are students who would not otherwise have attended the Museum. For some thousands of them it was their first visit. It was the device by which they discovered that there was a Metropolitan Museum of Art, that it stood in Central Park, and that it had fascinating things in it.

What is more, in the course of presenting them, we have discovered that the triple impact of the three-part program has a value of its own. The experience is varied yet correlated. The parts repeat and reinforce one another so that information is more firmly acquired. It becomes a production, a big thing, so that it seems particularly rich and memorable to the student. Our visitors repeatedly say to us, "This was an experience I won't forget."

We are still aware of problems that remain in managing large-audience programs. Wherever we can, both in general approach and in details of presentation, and organization, we have constantly been checking and changing, adopting suggestions received from teachers and students who attend the programs.

**TYPICAL COMMENTS.** About these programs, a principal has written, "I cannot help telling you of the pleasure and benefit our 200 students got from your lecture, demonstration and movie. . . . Your efforts gave a new dimension to the minds of boys and girls whose immediate environment does not often afford much of the aesthetic." A chairman of social studies reports, "I have talked to



many of the girls who went to the Museum and all agreed it was a memorable experience. No girl felt that it was not worth her while to have ventured forth even in the severe snow storm that greeted us. . . ." A vocational high school chairman writes, "The students and faculty looked forward with great interest to the program you planned for us. . . . Our anticipation was more than gratified. . . . The subject matter discussed . . . the films . . . plus the visit to the costume gallery are so appropriate for our students who are preparing for a future in the garment industry."

A chairman of English says, "Since that most pleasant group visit of our fifth term classes . . . I have had no opportunity to write and tell you how much we enjoyed it. Strange as it may seem, the girls found the quiz-guide tour the most interesting of the three parts. They really enjoyed going about the gallery to look and see and find answers. . . ." One of our earliest endorsements came from Mr. Ludwig Kaphan, principal of Thomas Jefferson High School, "All of the students agreed that the experience was most enjoyable and profitable, that a new field of study and enjoyment had been opened to them (for a vast majority this was the first visit to the Metropolitan Museum) and that they learned a great many new facts which they could not have gotten from any other source. On the basis of these reactions, I feel that the time was well spent, that we will make more trips of the same kind, and that schools generally should make wider use of such opportunities."

We offered our student audience the chance to have their say anonymously, on questionnaires, and they responded by rating the programs high not only for educational value, but for entertainment value as well. Some students have written in on their own for additional tickets to the Saturday morning programs. The point they like best to make to us can be summarized in the opening sentence of a report written by a girl in Washington Irving High School, "Have you ever felt, after listening to a lecture, that a new world of knowledge had been opened to you? . . ." We hope, with the co-operation of the teachers, to do that for thousands of students more.

BLANCHE R. BROWN

Metropolitan Museum of Art

### MUSEUM TRIPS

In the Spring of 1946, the Metropolitan Museum of Art invited Thomas Jefferson High School to send a group of 200 to 400 stu-

### MUSEUM TRIPS

dents to visit the Museum for one of its special correlated art programs. This was a new departure in museum excursions for our school since previous trips were usually limited to a small number of students. The programs offered by the Museum were very attractive, and the necessary arrangements were made.

The program chosen for our first visit dealt with American art and literature, and consisted of an illustrated lecture by Mrs. Blanche Brown on *Art Backgrounds of American Literature*, a tour of the galleries devoted to American paintings, and a full-length movie *The House of Seven Gables* starring George Sanders. Students enrolled in the English honors classes were invited to view the program. The response was encouraging; 250 students, about two-thirds of those invited, decided to take part in the excursion. Many others would have participated were it not for the fact that the trip conflicted with their after-school jobs. Five teachers were assigned to supervise the group.

The odyssey from East New York to Manhattan began about noon. The students were fascinated the moment they set foot in the Museum. They peered eagerly into Egyptian tombs and sarcophagi, and carefully examined the shining armor in the Museum's mediaeval collection. In answer to a Museum questionnaire, the large majority stated that this was their first visit to the Metropolitan Museum of Art.

**THE PROGRAM.** The lantern-slide lecture began about 1:30. Students were shown reproductions of American paintings from the Revolutionary to the Modern period, and their attention was directed to tendencies in these works of art parallel to those found in the works of Franklin, Whittier, Poe, Longfellow, Twain, Wharton and others. This was followed by a tour of the galleries. A mimeographed "quiz-guide" provided both directions and stimulating questions. It was fun for the students to identify paintings which they had just seen reproduced on the screen during the illustrated lecture. Students were especially fascinated by a "live artist" who happened to be in the galleries busily engaged in copying one of the paintings on exhibit. The group then returned to the lecture-hall for the movie, *The House of Seven Gables*, which proved to be fairly enjoyable. Hollywood could not resist the temptation of making Hephzibah and Clifford Pyncheon lovers instead of sister and brother; this, in



addition to the romance of Phoebe and Holgrave already provided by Hawthorne, made it possible to conclude the picture with a double wedding as the climax.

**REACTIONS.** The reaction to the trip was uniformly favorable. The outstanding feature, of course, was the variety of appeal; lantern-slide, original painting and movie—these three media when correlated make for a rich and varied program. The fatigue and foot-weariness that usually characterize a museum excursion were conspicuously absent. As one student wrote: *"I wasn't as aware of my flat-footedness as I usually am when doing my duty to culture. In fact, after leaving the Museum, my friends and I felt so spry we went for another excursion on an open-air, double-decker Fifth Avenue bus."* Unfortunately, the student forgot to inform her parents about the bus trip, and about 8 o'clock that evening I received a telephone call from an anxious mother inquiring as to the whereabouts of her child.

**OTHER VISITS.** At the request of the students, arrangements were made for another visit during the fall term. It was gratifying to note that the same students were eager to go again. Some visited the Museum, thereafter, of their own accord. The second program chosen dealt with life and art in ancient Rome and consisted of an illustrated lecture by Stuart Shaw, a gallery visit to the Roman Collections and a movie, *The Last Days of Pompeii*, starring Preston Foster. As might be expected there were the usual distortions of history, as the lecturer, in an interesting way, pointed out. The antiquities of Pompeii, however, were vividly and faithfully reproduced, and there were drama and romance galore, à la Hollywood.

The third visit to the Museum in the Spring of 1947 was under the sponsorship of the History Department. On this occasion a cross-section of the modern history classes—bright, average and dull—was invited. Their reaction was similar to that of the honor classes. The decorum was good, and the students showed interest in the exhibit. The program chosen dealt with the period of the French Revolution. This consisted of an illustrated lecture by Huldah Smith on *The Art of the French Revolution*, a tour of the French rooms, and a French movie, *Marseillaise*.

**PROBLEMS.** So worth-while a project warrants a certain amount of administrative help since routine is inevitably upset. Some

## MUSEUM TRIPS

teachers, for example, pointed out that there were so many pupils absent during the last few periods because of the excursion that it was difficult to proceed with the regular lesson. For the most part, however, things ran smoothly. There were several details to be arranged, such as covering the classes of those teachers who accompanied the students, arranging for the pupils who did not take part in the excursion, checking the attendance of afternoon-session students who had not yet met their official teachers, checking for parents' consent slips, distributing admit slips, etc. Our principal, Mr. Kaphan, and his administrative assistants, Miss Simons and Mr. Levine, took an active personal interest, and plans were carefully drawn so that the visits could be carried out with a minimum of confusion.

Instruction sheets which were issued to the students contained the following items:

1. Description of the program.
2. Arrangements for uniform lunch period.
3. Directions as to time and place of departure and approximate time of return.
4. Travel directions.
5. Instructions about checking wraps at the Museum.
6. Reminder about necessity for proper decorum.
7. Parent's consent slip.

To prevent cutting, we did not distribute admit slips until we had arrived at the Museum. In all three excursions there was only one case of cutting; the two boys involved had apparently come as far as the Museum entrance, but then the lure of Central Park proved to be too strong to resist.

**EVALUATION.** In evaluating the programs, I would say that the lantern-slide lectures were uniformly excellent, but that the moving-picture programs leave something to be desired. I realize, of course, the difficulty of obtaining an excellent movie to illustrate each specific period of art. Correlation, however, should serve as an aid, not as a strait-jacket. Where no outstanding film is available for the particular period under discussion, the Museum might choose



any worth-while film even though not directly related. Here is an opportunity to present foreign-language films, revivals, or films of historic value which the student would ordinarily not see in his neighborhood theatre. The picture must be one which, in addition to being intrinsically worth-while, will appeal to high school students. Archaeological fidelity will not atone for dullness in the eyes of the students.

From a pedagogical point of view, one of the chief desiderata would be some classroom discussion before and after the visit. This is difficult to arrange since only a few teachers have taken part in the trip and know exactly what the students have seen. Perhaps if the Museum prepared a brief teachers' guide describing the highlights of the program, it would be possible for each teacher to enhance the value of the excursion through guided classroom discussion.

The visits to the Museum were part of a larger plan. Through the courtesy of Mr. Slatkin of the Board of Education and Mrs. Brown of the Museum's Department of Education and Extension, arrangements were made for a Chinese exhibit and other traveling exhibits that were put up in the halls of Thomas Jefferson High School. The school has definitely become trip-conscious, and other smaller excursions were planned by individual teachers.

The project has indeed proved to be a worth-while one. As one Museum staff lecturer put it: "*Traveling with 250 students from Brownsville to Manhattan is in itself in the nature of an achievement.*" For most students it was the first acquaintance with one of the world's great museums. The correlated programs, through their multiple visual appeal, brought vividly to life some important period in art or in history and literature. The students carried away pleasant associations, and many were stimulated to return to the Museum for subsequent visits. We are looking forward to another Museum program already scheduled for the latter part of this term.

MORTON H. LEWITTES

Thomas Jefferson High School

#### A DICTIONARY OF ERRORS—CIRCA 1905

"AUTHORESS. Vulgar and unnecessary. FEMALE. Improperly used for 'woman.' Properly it includes animals as well as human beings. PERFORM. Young ladies do not, or should not, 'perform' on the piano, violin, or guitar."

#### DICTIONARY FOR ERRORS

In view of the ineluctable flow of events since the year 1905, little can be said concerning the social or moral implications suggested by these definitions for some of the very common household articles listed in a most impressively titled handbook of English, *The Art of Writing & Speaking the English Language*. It's hard to say how many Americans have been guided by this lexicographical bible written by Sherwin Cody for correspondence students throughout the country.

In the preface to the section entitled *Errors in the Use of Words*, Dr. Cody preaches, "*In writing we must be guided by instinct, not by logic,*" and then proceeds to define some of our more common words much in the manner of the examples first given. Dr. Cody is further guided by instinct to say:

AUDIENCE. People who hear, not sight-seers. A horse-show is held in a "spectatorium," not an "auditorium."

ENJOY BAD HEALTH. Ridiculous!

HANDY. A man is handy with his tools, but a grocery nearby should not be called "handy."

ICED CREAM. "Ice-cream" is condemned, and the same is true of "ice-water."

INDIVIDUAL. Not properly used to mean "person," as "I cannot bear that individual." We speak properly of individuals and communities.

JUG. What an American calls a *pitcher* an Englishman calls a *jug*.

MAD. In England this word means crazy, not angry.

MORE PERFECT. What is *perfect* cannot be *more perfect*. Say, "more nearly perfect." (Here it seems that Dr. Cody is being guided by logic, rather than by instinct. Furthermore, our schools persist in teaching the Constitution of the United States, in whose preamble we find the lines "... in order to form a *more perfect* union . . ."—or are grammarians subversive?)

Dr. Cody's attitude reminds one of what a Sir Kenelm Digby said regarding Edmund Spenser's use of the English language: ". . . I hope that what he hath written will be a meanes that the



english tongue will receive no more alterations and changes, but will remaine & continue settled in that frame it hath now; . . . Which maketh me consider that noe fate nor length of time will bury Spencers workes and memory, nor indeed alter that language that out of his schoole we now use untill some generall innovation happen that may shake as well the foundations of our nation as of our speech: . . ." This in 1638, not very long before the advent of Dr. Cody.

But Dr. Cody will sometimes yield to the *zeitgeist* by telling his correspondent scholars, "For example, we have been told that a sentence should not end with a preposition. Throwing the preposition to the end is one of the most thoroughly established idioms of the language, and following such a rule can only result in weakening and stiffening our sentences." However, in the next installment we find:

**PANTS.** Vulgar for "pantaloons" or "trousers." "Trousers" is preferred.

**POST.** Do not say "I am posted," meaning *informed*.

**PROPOSITION.** Only in American business slang is a difficulty called a "proposition," as in "He has a hard proposition on his hands." We may say, "We have your proposition under consideration," though even here "proposal" would be better. (On this point modern grammarians appear to be definitely on the side of Big Business.)

**QUIT.** Not to be used for "stop," as it properly means *leave, go away from*. Do not say, "Quit your joking," "Quit work," (Sic!) though you may say, "He quit the town" (that is, went away from it).

**RAISE.** We "rear" children, do not "raise" them.

**RECEIPT-RECIPE.** "Receipt" is preferred in speaking of a formula for making pastry, while "recipe" is used of a physician's prescription. The old idea that "receipt" means only the act of receiving is not well founded.

**RETIRE.** Ordinary people prefer "going to bed" to "retiring," saving that word for "retiring from the army," etc.

**SCORE.** Vulgarly used in such a sentence as "Paderewski scored his usual success."

**SUSTAIN.** Means to bear up under, and so it is undesirable to use it in

## NEWSPAPER LABORATORY

the sense of "receive," as "Sustain an injury," "Sustain a setback," etc.

The Post Office Department may have a case—if too many correspondence students flunk their next examination in English, circa 1947. They would be safer in relying upon Webster's for definitions to suit modern times.

SAMUEL BECKOFF

Queens Vocational High School

## NEWSPAPER LABORATORY

The teacher of English, who stares with helpless anguish at gum-chewing readers of that journalistic monstrosity known affectionately to its faithful followers as the "sheet," has long since realized that, however glib is the student response to a presentation of what is good or bad journalism, the total effect is to convince him somehow that the teacher doesn't like tabloids personally, although anybody can see that they are best. Else, why would so much fuss be made over them?

Having also struggled futilely for some years now with this problem of lifting the level of my students' reading tastes, and having been horrified of late at the thought that I might become a convert rather than a reformer, it occurred to me that I had reached "the end of my rope." "This was it," as they say so brightly in our better radio scripts.

**COMPARATIVE STUDY.** Rushing, therefore, into my classroom and shouting above the din of traffic, I broached the subject of a comparative study of newspapers, ignoring the unmistakable looks students give one another when they wish to imply, "There he goes again!" After considerable free discussion, and even more considerable railroading on my part, we agreed upon a list of features which every good paper should have. It was further decided, again after strict adherence to the principles of democratic expression of ideas and my lesson plan, that we make no effort to determine quality, but concentrate our attention entirely on coverage. In short, our objective was to find out what papers give their readers more for their money



in terms of the amount of space devoted to items of interest to the average educated adult:

International News  
National News  
Local News  
Sports  
Finance  
Editorials  
Letters to the Editor  
Columnists  
The Weather  
Marine and Air News

Books  
Radio  
Theatre  
Motion Pictures  
Art and Music  
The Home  
Comics and Cartoons  
Games and Puzzles  
Fashions  
Advertising

VARIETY. Eight newspapers were selected as the basis for our survey—four full-sized and four tabloid, equally divided between morning and afternoon editions. The instructor, with malice toward some, thoughtfully saw to it that both the higher- and the lower-priced tabloids were included, so that he could later handle those smug logicians who, as a last resort, are wont to chirp with arch finality, "Yeah, but it costs only two cents!" (with misplaced modifier duly filed). I didn't want to go through that pedagogic nightmare of trying to prove that the price one paid for a newspaper had nothing to do with its merit.

ANALYSIS. The next step was to organize committees of three or four boys to examine the paper they had selected, or had been coaxed into selecting, with a carefully poised red pencil, from Monday through Friday of one week. The Sunday edition was deliberately omitted because it is not typical of the daily issue. The sole job of the committees was to bring in the average number of columns, by actual count, devoted to each item by the paper under scrutiny.

In class, after the outside work with the papers had been completed, we placed a huge chart on the blackboard. To the left, running vertically, were the names of the eight newspapers. Arranged horizontally were the items previously selected. This provided 20 boxes for each paper.

Then I became sly. Innocently inquiring whether we ought to consider only the actual space allotted and make no compensation for size, and being overwhelmed by the savage agreement of the class which felt sure it had thus evaded a trap, I suggested that we compare

the sizes of type used. As one self-satisfied champion of the vest-pocket volumes put it, "The print here is just as big, see?" Looks of frustration and resignation accompanied us as we drove to the inevitable conclusion that, because of the actual measurements, a tabloid column represented only half as much content as a regular sized paper. Accordingly, with the exception of comics, cartoons, games, puzzles, and advertising, the committees on the tabloids had mournfully to cut down their totals by 50%. I must confess that I felt some qualms about my tactics because I hadn't played fair. No teacher has the right to be logical unless he warns the class in advance. You will find this rule in the *Student's Manual for Teacher Behavior*.

This flank attack having been successfully launched, we proceeded. A member of each committee went up to the board and filled in the boxes for his paper, inserting the number of columns under the items. Afterwards, despite the loss of confidence in me by some of the boys, it wasn't difficult to get them to agree to call the highest number in any vertical column, "A", anything 75% or more of the top figure, "B", about 50%, "C", and below 25%, "D". The numbers were then converted into letters in accordance with the scheme devised, with the general understanding that "A" was a symbol of excellent coverage and "D" a deficiency rating. Thus, it became possible to arrive at an overall estimate of any paper and to analyze specific weaknesses as well.

After the average of the letters in each of the sets of 20 boxes had been taken, the newspapers were arranged in the order of rank, and the class was visibly impressed with the sharp difference that was revealed between two of the tabloids and the three top dailies, all of the latter being full-sized. What was even more gratifying was the fact that for the first time in a long while the complete objectivity of the survey had left no room for argument. However, the most dramatic moment was yet to come.

GOTTERDAMMERUNG. A careful record had been kept of statements previously made by students in defense of their choices of newspapers. At this point, the damaging remarks were listed on the blackboard, and each was checked against the evidence on the chart. The result made it difficult to conceal a maniacal grimace of satisfaction or suppress a series of "I told you so's," with a long locomotive to boot.



For example, in answer to Exhibit A's former, "I like it because it has the best sport page," the chart listed his favorite as fifth in coverage. Exhibit B's fondness for the "funnies" was affected by the revelation that three other papers had more of these hair-raising "comics" than his light o' love—and had a higher all-around rating as well. Even C had to admit that his "I like the pictures" alibi didn't sound so good in the light of the vast amount of material of importance that had to be omitted to make room for the grisly "scene of the crime" shots or those of returning steamship celebrities, ladies in distress, and idiotically grinning contest winners.

OPINIONS. Other interesting conclusions were drawn by the class, which was invited to study the blackboard chart and make any comment the facts warranted. Among many replies, these were the most significant:

1. "That paper must be for morons. It gets an A in comics and games only."
2. "Now I know why they call that the 'Wall Street Special'; its highest grades are in finance, advertising, and national news."
3. "That paper features comics, games, columnists, and advertising. It reminds me of a candy salesman."
4. "Somebody ought to call up the editor and tell him that there are such things as books, paintings, and music."
5. One of the most intelligent conclusions drawn was by a youngster who pointed out that those papers that scored very low in international coverage had been described before the war as "isolationist."

QUANTITATIVE ONLY. This list could go on, but it would be more fun if you tried the device yourself and experienced the pleasure of having cold and unyielding facts destroy the myths some of our students have fashioned to support their reading of newspapers which are, it seems, specifically designed to develop a semi-literate, passive, uninformed electorate. Of course, this approach makes no pretense at being a panacea. Questions concerned with quality of writing, fidelity of reporting, editorial bias, headline heroics, and typography remain. It can, however, be the first step in a

thoughtful project in newspaper analysis, and has the advantage of being an effective way of stimulating reflective thinking on the part of the pupils as they slowly realize that the printed word is not necessarily gospel and that an error of omission can be more damaging than an overt act of distortion. Besides, now I can sleep nights.

HARRY SHEFTER

Samuel Gompers Vocational High School

### VITALIZING SOCIAL STUDIES TEACHING

Too often social studies teaching lapses into the traditional emphasis upon textbook memorization and recitations predicated upon repetition of the question-answer technique. Members of the social studies staff at the Samuel Gompers Vocational High School have found that students must be given a wide variety of lessons and approaches in history or economics to stimulate their interest, develop wholesome attitudes, and improve their retention scores.

The attitude and grades of average and slow students in social studies may be tremendously improved by the teachers' ingenuity in providing lessons which are meaningful, alive, and represent a change of pace, a break from the routine of the customary classroom session. Thus, in addition to the use of manifold visual devices, attempts have been made to increase socialization, to encourage students to utilize and develop their talents, to engage in projects which bring them into more direct contact with life.

Some suggestions for vitalizing social studies teaching are indicated below:

#### I World History

##### A. French Revolution

1. Use of the "Man in the Street" broadcast technique—"radio" interviews with French peasants and nobles *re* living conditions, social relationships, etc.
2. Dramatization of meetings of peasants and workers discussing their problems; "nobles" and "peasants" exhorting audience to revolt or not to revolt.
3. Student Biographies: "If I were King Louis XVI—"; "If I were Napoleon—."
4. Newspaper articles and headlines. Storming of the Bastille, execution of the king and the queen, Tennis Court Oath.
5. Radio announcers' descriptions of crowd scenes, parade of the tumbrils to the guillotine, executions of nobles.



6. Construction of model guillotines, tumbrils, the Bastille, the palace at Versailles.
7. Cartoons showing contrasts in France before and after the Revolution of 1789.

#### B. Industrial Revolution

1. Visits to and descriptions of factories.
2. Interviews with factory workers—union and non-union.
3. Formation of labor union in class; N.L.R.B. election, preceded by presentation of arguments for joining several unions.
4. Dramatization of workers' grievances; establishment of machinery for mediation and arbitration; solution of class problems.
5. Construction of model steam engines, looms, harvesters, etc.
6. Debates: Will Machine Destroy Man? Was Man Happier Under the Domestic System?
7. Cartoons showing contrasts before and after the revolution.

#### C. Imperialism

1. "Man in the Street" programs—interviews with natives of various "backward countries" concerning their reactions to the mother country, contrasts in life before and after imperialistic control.
2. Dramatizations of Gandhi's noncooperation, independence meetings in the various French and British and Dutch colonies in ferment today.
3. Newspaper articles and headlines: Contrast between those in mother country and those in empire concerning treatment of backward areas, desire for independence of colonies, economic and political conditions in the empire.
4. Radio announcers' descriptions of Hindu-Moslem riots in India, struggle in Palestine. Interviews with British or French soldiers on duty in their respective colonies.
5. Construction of relief models of the Suez Canal, Panama Canal, Gibraltar. Maps of the great empires, past and present.
6. Cartoons showing attitude toward imperialistic control in newspapers of mother country as compared with those in the empire.
7. Interviews and reports with representatives of various colonial independence movements in New York City as compared with those provided by the consulates of the parent countries.

### II American History

#### A. The Constitution

1. Dramatizations of Constitutional Convention and state ratifying-conventions—presenting arguments pro and con.
2. Interviews with people in various urban and rural areas of several states concerning opinions re the proposed new government.

3. "If I were James Madison" what notes or records would I have made of the Constitutional Convention? Writing of Convention journal.
4. Drawing of cartoons to represent opinions for or against ratification.
5. Writing of newspaper headlines, articles, and editorials pro and con ratification.
6. "If I were writing the Federalist Papers."
7. Dramatization of operation of our government:
  - a. Passing a bill in Congress—including the function of the committee system.
  - b. Role of the President in law-making—through dramatization of the work of the President and his advisers.
  - c. Session of the Supreme Court holding hearing to determine constitutionality of law of Congress.

#### B. Slavery and Civil War

1. Dramatization of debates in Congress:
  - a. Webster-Hayne.
  - b. Omnibus Bill of 1850.
  - c. Kansas-Nebraska Bill.
2. Interviews with slaveholders, abolitionists, members of the Underground Railroad.
3. Radio Broadcast of Lincoln-Douglas Debates, including interviews with audience concerning reactions.
4. Biography: "If I were John Brown, Abraham Lincoln, John Calhoun." "If I were Stephen Douglas, how would I reply to Abraham Lincoln?" (may also be dramatized)
5. Debate: Was the Civil War a Revolution?  
Need the Civil War Have Been Fought?
6. Writing of newspaper headlines and articles, drawing of cartoons in Northern and Southern newspapers concerning fugitive slaves, abolitionists, "gag-rule."
7. Lincoln reading *Emancipation Proclamation* over the radio, followed by interviews with people in North and South.
8. Construction of scale model of southern plantation.
9. *My Life as a Guerilla Leader Behind the Southern Lines.*

#### C. Jacksonian Democracy

1. Broadcast of Jackson's first inauguration, with emphasis upon types of people present.
2. "Interstate" broadcast—interviews with people in many states: "Why I Voted for Andrew Jackson."
3. Newspaper headlines, articles, and cartoons for and against the power and personality of Jackson.



4. Dramatization of Congressional Caucus selecting William Crawford as its candidate in 1824.
5. Biography: "If I were Andrew Jackson."
6. Dramatization of session of South Carolina Legislature nullifying tariff in 1832.
7. Interviews with farmers in the west *re* attitude towards the United States Bank. Debate concerning the re-chartering of the Bank: Jackson versus Biddle.
8. Jackson's "kitchen cabinet" determining appointees for important federal positions.

HENRY J. ABRAHAM Samuel Gompers Vocational High School

### TESTING FOR OBJECTIVES IN THE SOCIAL STUDIES

In the greater number of our city's high schools the term calendar invariably contains the insistent reminder of Uniform Examinations. These examinations, along with the topic and unit tests which accompany social studies teaching, are traditionally considered measures of the outcomes of instruction. In addition to the foregoing, examinations can be utilized as preliminary statements of objectives, and serve to direct teaching to abilities of prime significance. The following suggestions for testing civics were distributed to the members of our department.

#### Objective I: Ability to Accumulate Civic Information.

Below is a list of powers or functions of the federal and state governments. On the line before each of the powers or functions place

- A if it is chiefly a function or power of the federal government
  - B if it is chiefly a function or power of the state governments
  - C if it is a function or power of *both* the federal and state governments
  - D if it is a function or power of *neither* the federal nor of the state governments.
- ..... 1. to tax the income earned by our parents.
  - ..... 2. to decide who will vote in the presidential election of 1948.
  - ..... 3. to protect us from the threat of invasion by a foreign power.
  - ..... 4. to construct religious buildings for use by the public.
  - ..... 5. to regulate marriages and divorces.
  - ..... 6. to control education.
  - ..... 7. to frame a budget for next year.
  - ..... 8. to limit freedom of the press.
  - ..... 9. to determine the number of immigrants who may enter the U. S.
  - ..... 10. to maintain friendly relations with other countries.

### TESTING FOR SOCIAL STUDIES

#### Objective II: Ability to Detect Errors in Civic Materials.

The following contains a number of errors our study in civics should reveal. Select ten errors; in each case show why each is an error.

On Election Day in September, 1942, Jacques LaFrance, who had left France after its occupation by the Germans in 1940, rose early and hastened to dress. "I must get to that polling place in a hurry," he thought. "Otherwise they will think I am not a good American and they will not let me vote." Un- way. A stranger, whom he asked for directions, said, "I'm sorry I can't help you. I have never voted, though I was born in New York twenty years ago. I am ashamed that I have neglected my civic duty so long." After wandering around for a while, Jacques saw a man making a speech to a big crowd in front of a saloon. When he came nearer he discovered that this was a voting place.

Once inside, he got on a long line and waited. While standing there he watched how the people voted and saw that the Republicans were winning. Then the elections inspector asked him a number of questions: "What is your employer's name?" "For whom are you going to vote?" When the inspector learned that Jacques had not passed a civics test and had not lived in the same house for two years, he refused to let him vote. Jacques protested that he would have to pay the fine for not voting, but the inspector called the soldier on guard and Jacques was put out. Not deterred, Jacques took the subway to Brooklyn where he found an election board which allowed him to vote. Jacques now felt that he had become an American citizen.

#### Objective III: Ability to Apply Civic Information to Civic Duties.

The following entries are in your father's diary to remind him of what he as a citizen of our city, our state and our nation must do:

- |           |   |
|-----------|---|
| January   | To watch the opening of Congress and see the <i>pressure groups</i> in action.                  |
| February  | To attend a session of the <i>grand jury</i> and hear it deliver an <i>indictment</i> .         |
| March     | To pay an <i>income tax</i> to the federal government.  |
| April     | To study the <i>budget</i> before it is approved by the <i>Board of Estimate</i> .              |
| May       | To attend an open meeting of the <i>City Council</i> .  |
| June      | To sit in on a convention and see how a <i>platform</i> is created.                             |
| July      | To be present at a Civil Service examination and learn how the <i>merit system</i> is observed. |
| August    | To vote in the <i>primaries</i> .   |
| September | To follow the campaigns of the <i>political parties</i> .                                       |
| October   | To register at the polls and to <i>enroll</i> .   |



November To vote on Election Day and to answer the *referendum*.  
 December To read about the activities of the *Electoral College*.

Select any ten of the above underlined words. Explain each of these terms in no more than three lines for each term.

#### Objective IV: Ability to Distinguish Among Propaganda Devices.

Before each of the following sentences place the name of the propaganda device (name calling, glittering generalities, transfer, testimonial, stacking the cards, plain folks, band wagon) which best fits the statement.

- ..... 1. "All people who live in slums are dirty."
- ..... 2. "Don't support a third term for president. It's communistic."
- ..... 3. "Ninety-five percent of Americans oppose our entry into the war. How about you?"
- ..... 4. "Vivien Leigh says: 'See Gone with the Wind. It's a real treat.'"
- ..... 5. "The New Deal. That's socialism."
- ..... 6. "If you're interested in preserving Western Civilization, help the Allies."
- ..... 7. "National Socialism believes in the noble destiny of the German race, since it is the race descendant from the Romans."
- ..... 8. "W.P.A. workers are lazy."
- ..... 9. "All Wall Street brokers are dishonest."
- ..... 10. "Mr. X is your man for President. I am quoting from his most recent speech: 'My friends, you can rely on me. I am one of you. I was brought up among you. I stand for the same ideals as you do. I have struggled as you have.'"

#### Objective V: Ability to Analyze a Paragraph of Civic Material.

Read the following, which is part of a speech recently delivered at a Youth Rally here in New York City. Then answer the questions according to the directions that follow.

*"Kids normally like other kids. They get along pretty well together until some misguided parent finds out that her little boy is playing with another little boy named, maybe, Sammy Levine. So a couple of days later her little boy tells Sammy that they can't play together any more because his mother won't let him play with Jews."*

#### TESTING FOR SOCIAL STUDIES

*This is a terrible thing. What's pathetic about it is that it breaks up a kid friendship. Nobody's got any right to do that, because that's the kind of friendship that's important to the future development of this country, one child's fondness for another.*

*"Look. The next time you hear anyone say there's no room in this country for foreigners, tell him you've got a big piece of news for him. Tell him EVERYBODY in the United States is a foreigner. And that includes the American Indian, who originally came here from somewhere else.*

*"Now this is our job—your job and my job and the job of the generations growing up to stamp out prejudices that are separating one group of citizens in the United States from another."*

Directions: Below are ten statements, each with a line at the left. If you agree with the statement, place the word AGREE in the space at the left. If you disagree with the statement, place the word DISAGREE in the space at the left. Use any information you have about social conditions to answer these questions.

- ..... 1. A good title for this speech would be *People are Human Beings*.
- ..... 2. The speaker's main purpose is to focus attention on the political differences that are destroying the idea of ONE WORLD.
- ..... 3. This speaker believes that prejudice against minority groups develops at an early age.
- ..... 4. This speaker is correct when he says that we are "immigrants all, Americans all."
- ..... 5. This speaker would favor the solution that all minorities should be shipped back to their countries of birth, at government expense.
- ..... 6. This speaker, in a panel discussion on THE NEGRO PROBLEM IN AMERICA, would be on the same side as those who favor segregation in public conveyances.
- ..... 7. This speaker would be willing to accept a presidential nomination from a political party whose motto is "Maintain our Prejudices and Regard others as Inferior."
- ..... 8. This speaker would support the creation in the United Nations of a Bill of Rights for the People of the World.
- ..... 9. This speaker is right in believing that of all the staggering problems in the modern world, the treatment of minorities ranks near the top.
- ..... 10. This speaker would support a program of education in intercultural relations in all our schools.



**Objective VI: Ability to Analyze a Chart of Statistical Data.**

Examine the following chart. Then answer the questions according to the directions that follow.

**NUMBER OF PEOPLE OUT OF EVERY THOUSAND  
IN THE UNITED STATES WHO REACHED A  
GIVEN EDUCATIONAL LEVEL (1938)**

First Year High School	850
Third Year High School	580
Graduation from High School	450
Entrance to College	150
Graduation with a Bachelor's Degree	70
Graduation with a Master's Degree (1 yr. graduate)	9
Graduation with a Doctor of Philosophy (2 yr. graduate)	1

—from Warner, Havighurst, Loeb "Who Shall Be Educated?"

Directions: Below are ten statements, each with a line to the left. If the statement is true *according to the chart*, write the word TRUE in the space at the left. If the statement is false *according to the chart*, write the word false in the space at the left. If the chart does not give sufficient information for you to be able to answer true or false, write N S in the space at the left. Remember to answer questions *according to information in the chart only*.

- ..... 1. The majority of Americans have completed an elementary school education.
- ..... 2. The majority of Americans have completed a high school education.
- ..... 3. Most high school graduates go on to college.
- ..... 4. Whites secure a better type of education than Negroes.
- ..... 5. Less than 10% of our population holds a college degree.
- ..... 6. There is a relationship between the income of a family and the education its members receive.
- ..... 7. The high school is now a "people's school" with most Americans in it at some time.
- ..... 8. Education pays in dollars and cents.
- ..... 9. These data come from a book by Warner, Havighurst, Loeb.
- ..... 10. This chart could be introduced in a budget hearing to request additional funds for high schools and colleges.

**Objective VII: Ability to Analyze an Advertisement.**

Select four different propaganda devices used in the advertisement

**TESTING FOR SOCIAL STUDIES**

which follows. On the separate paper given to you, write out the four sentences or phrases which are propaganda statements, indicate which propaganda device each uses, and explain each propaganda device briefly.

Indicate three cautions to follow in reading advertisements.

**FORBIDDEN FRUIT!**

Women who know are flocking to the shops to get that wonderful new perfume—Forbidden Fruit. Esmeralda Softtop, star of *Never Again Amber*, says: "Forbidden Fruit made me famous." Thousands of other successful women say the same.

Are you always a bridesmaid but never a bride?

Do you have dishpan hands?

Won't your best friends tell you?

We will. Forbidden Fruit will solve all your problems. It will make you glamorous, entrancing, irresistible.

Forbidden Fruit is compounded from a formula long a secret carefully kept by one of the most charming Southern families. The cachet of aristocratic beauty is now yours.

American women are the most beautiful in the world. Be a true American. Get the new sensation FORBIDDEN FRUIT.

**Objective VIII: Ability to Select Appropriate Sources of Information.**

Below will be found types of reference books. These help us to locate and use essential information for our course in civics.

- |                      |   |
|----------------------|---|
| A. An atlas          | E. A textbook in American history                 |
| B. The World Almanac | F. A textbook in economics                        |
| C. An encyclopedia   | G. A textbook in biology                          |
| D. A dictionary      | H. <i>Readers' Guide to Periodical Literature</i> |

Place the letter of any one of the above reference works to the left of the number of each of the following.

**IN WHICH OF THE ABOVE REFERENCE WORKS  
WILL YOU FIND**

- ..... 1. the difference between the meanings of food adulteration and misbranding?
- ..... 2. what has been written in magazines about food production and distribution?
- ..... 3. if there is a railroad connecting N. Y. C. and Saranac Lake?
- ..... 4. the total number of fires in N. Y. C. during 1946?
- ..... 5. the effect of the invention of machinery on unemployment?
- ..... 6. how people traveled in New York City 100 years ago?



- ..... 7. the technical process used in cold-storage plants?
- ..... 8. information on the nutrient value of various foods?
- ..... 9. the names of persons now in charge of different government agencies?
- ..... 10. a bibliography for further study of some phase of the problem of education?

### Objective IX: Ability to Discriminate Between Good and Bad Citizenship.

Are the following good or bad citizens? If you think the person is a good citizen write the word GOOD in the space at the left. If you consider the person a poor citizen write the word POOR in the space. On the line alongside, state your reasons briefly.

1. Margaret sees paper on the floor under her lunchroom table. She refuses to pick it up, since she feels the girl during the previous period should have done so.  
( ) .....
2. Having enjoyed a feature of the Assembly Program, John applauds violently and continues to applaud even after the presiding officer waits at the lectern for attention.  
( ) .....
3. Jim's father is the owner of a meat store. He cannot get meat unless he buys in the black market. He refuses to buy meat there where he would have to violate O.P.A. regulations.  
( ) .....
4. Ted's father operates the corner cigar store. He is afraid that his business will be cut down if he does not play ball with the political boss of the neighborhood. He refuses to sign a petition to help nominate a man who he knows is not good for the office.  
( ) .....
5. Herb's mother never votes. She thinks politics is a "dirty business."  
( ) .....
6. Sue's mother votes in every election after she has first studied the platform and record of each candidate.  
( ) .....
7. Fred's uncle owns a barber shop. He does not like to be called for jury duty, because he finds it inconvenient to leave his shop. He always asks to be excused.  
( ) .....
8. Roy's aunt reads four newspapers daily because she wants to get as many opinions as possible.  
( ) .....
9. Moe's brother says: "I don't believe in sending postcards or letters to my Congressman. It's enough that I voted for him."  
( ) .....

### TESTING FOR SOCIAL STUDIES

10. David's sister says: "The United Nations Organization is none of my business. Experts are there; let them worry about the post-war world."  
( ) .....

### Objective X: Ability to Discriminate Among Civic Qualities.

Directions: This part of the Uniform Examination in civics is to be done at home. You may discuss the question with your parents and other relatives, with your classmates and other friends. When you have decided that you are ready to answer the question, you will then write the answer without help or assistance. Be complete and thorough in your answer.

Your school is holding elections for President of the General Organization. Three students, Herbert Cohen, Patrick O'Grady, and Sam Brown, have been nominated. In the discussion about the candidate, your classmates raise the following questions. The answers to these questions are given by members of the class and are listed on the blackboard under each name.

	HERB	PAT	SAM
1. How tall is he?	5' 2"	5' 8"	5' 6"
2. What is his father's financial status?	poor	rich	well-to-do
3. How does he dress?	carelessly	well	well
4. What is his favorite newspaper?	POST	PM	TIMES
5. What is his absence record?	good	poor	excellent
6. Is he well-liked?	yes	yes	yes
7. Is he conceited?	yes	no	yes
8. Is he courteous?	no	yes	yes
9. What kind of speaker is he?	fair	excellent	good
10. What is his color?	white	white	negro
11. How good an athlete is he?	fair	good	excellent
12. What is his religion?	Jewish	Catholic	Protestant
13. Is he honest?	always	usually	always
14. Is he politically reactionary?	no	no	yes
15. Does he favor the United Nations Organization?	yes	no	yes

A. Select three of the above questions you would consider important in choosing candidates for office. State your reasons in each case.



- B. Select three of the above questions you would consider *unimportant* in choosing candidates for office. State your reasons in each case.
- C. Enumerate three additional questions you would ask in determining qualifications for office. In each case show why you think the questions important.
- D. Who among the three, Herb or Pat or Sam, would you vote for as President of our General Organization? Why?

### Essay Questions

Just as the short answer questions should have specific objectives in mind, so too should the essay questions. These will include the foregoing objectives plus the usual objectives sought to be tested by the essay question, such as: ability to organize civic material, ability to generalize from furnished data, ability to set forth acceptable concepts, ability to furnish appropriate illustrative data to support a conclusion or viewpoint, etc. The following essay questions are set forth by way of illustration.

1. From the rise of Hitler in 1933 on to 1945 this slogan could be seen on all posters in every youth camp, in every gymnasium, in every school: "We are born to die for Germany."
  - A. What does this show about the purposes of education in a totalitarian state?
  - B. What are the purposes of education in a democratic state?
  - C. From your experiences in receiving an education, do you think the purposes of education in a democratic state are being realized? Explain fully.
2. Imagine that you are an explorer recently returned from Erewhon. You have declared that Erewhon is a democracy. Explain five characteristics of the government of Erewhon that you should offer to prove it is a democracy.
3. About two hundred years ago a French king said of himself: "The State, it is I." Set forth the opinion as to whether our President could rightly say: "The Government of the United States, it is I." In your answer include:
  - A. Three illustrations of powers the president can exercise.
  - B. Three limitations on the powers of the president.
  - C. How the powers of the president are affected by a war emergency.

### TESTING FOR SOCIAL STUDIES

4. Riding back on the train to New York you sit next to a prosperous business man who is positive that the United States is a perfect country with no room for improvement. You get into an argument with him and try to show him that there are many points which could be bettered. Write down what you would say about the incompleteness of freedom in the United States. Give as many examples as possible of violations of civil liberties in this country.
5. Imagine that you are a newspaper reporter and have been given an opportunity to interview a German prisoner who is still convinced that the Nazi system is the best on earth. Explain in detail what you would say in order to convince him of the superiority of the idea of freedom as practiced in the United States. Give as many examples as possible of our civil liberties here in America.
6. A friend of yours has just arrived from Missouri to take a job in New York. He wants to know which newspaper he should buy. With reference to the newspaper you would recommend to him, write out your advice, stressing the following points:
  - A. The accuracy of the news articles.
  - B. The opinions of the editors.
  - C. The amount of news as compared with advertisements, etc.
  - D. The viewpoint of the newspaper.
7. We have just finished another election campaign, and once more watched American democracy in action. During the election the following terms appeared in the newspapers. Define ten of these terms in not more than one sentence for each term.
 

primary	petition	short ballot	convention
nomination	platform	plurality vote	gerrymandering
citizenship	referendum	poll tax	campaign
party machine	majority vote		
8. Today our country faces many important problems. Among them are:
  - Keeping our government free from corruption.
  - Preserving our civil liberties.
  - Eliminating racial and religious prejudice.



Maintaining friendly relations with other countries.

Choose one of these topics and discuss it. Be sure to include:

- A. Why is the problem important?
- B. What are the causes of the problem?
- C. What is being done to solve the problem?
- D. What else do you think should be done?

9. "The quest of our government today is for an improved social order in which everyone will be able to find greater happiness and lead a more plentiful life."

- A. List five problems facing our community which we have studied so far this term.
- B. As to each of the problems show how it interferes with greater happiness and a more plentiful life for the greater number of our citizens.
- C. As to each set forth what you believe should be done to meet the problem.

10. "The exercise of the right to vote is one of the highest privileges and duties of citizenship"—Governor Lehman in a proclamation from the State Capitol, dated October 10, 1942.

- A. List and describe three privileges of American citizenship other than the right to vote.
- B. Show how each of the privileges mentioned before involves a duty or responsibility for every American citizen.

11. A friend of yours, a student in another high school, has just told you that he is planning to leave school at the end of the term. You have just finished reading a Department of Agriculture Bulletin which has this to say:

"A search through WHO'S WHO and similar publications reveals:

1. That only one person out of 150,000 who had no education ever reaches distinction in this country.
2. That out of every 37,000 who had only an elementary education just one achieved eminence.
3. That out of every 1,724 high school graduates one does something to justify his name's being placed in such publications.
4. That the same is true of one out of every 187 college graduates."

Write a letter to your friend to try to persuade him to stay in school. Prove to him that education pays.

12. An old Chinese tradition is that when a man commits a crime his teacher is punished for it.

- A. How does this show the influence schools exert on the lives of all of us?
- B. What other agencies, in addition to schools, are exerting an influence on all of us? Define each.

13. You are a captain in the Army of the United States, assigned to the leadership of weekly discussions for your company. Your commanding officer hands you ARMY TALK FACT SHEET NO. 64, containing the following paragraph, and instructs you to lead next week's discussion on this paragraph:

*"Citizenship in a democracy is more than a ballot dropped in a box on Election Day. It's a 365-days-a-year job requiring the active participation and best judgment of every citizen in the affairs of his community, his nation, and his country's relations with the world."*

Write a 200-250 word speech you would deliver to your men about the ideas set forth in this paragraph. Give specific illustrations of how citizens may actively participate in the affairs of our city, our country, our world.

14. Herr Schmidt of Nazi Germany, Signor Castorelli of Fascist Italy, and Tojo Yamamoto of Japan have come to the conclusion that Mr. Smith is fortunate in living in the United States of America.

- A. What made the people of dictator countries come to the conclusion that Mr. Smith lived under the best form of government?
- B. Show that democracy is the best form of government under which to live.
- C. How can you help to preserve and improve our democracy?

15. "The defense of democracy demands more than a salute to the flag, a repetition of the Citizen's creed, a patriotic speech. It means more than efforts to preserve our civil liberties. It means the participation of all of us in the great work of building an America in which the ideals of democracy find full realization." Show how democracy in the United States has been affected by each of the following: A. poll tax; B. proportional representation; C. referendum; D. direct primary; E. Jim Crow laws.



16. Write an editorial, or draw and explain a cartoon; on any three of the following headlines.

DEMOCRACIES ARE POWERFUL

RECORD NUMBER OF VOTERS CAST BALLOTS

JUVENILE DELINQUENCY REDUCED BY PLAY-  
GROUNDS

COURT NATURALIZES MANY ALIENS

UNITED NATIONS AIM TO OVERTHROW DICTATOR-  
SHIPS

17. During the years of the Nazi Regime the schoolteachers of Germany took the following oath to Hitler:

*"We will, Adolph Hitler, so train the German youth that they will grow up in your world of ideas, in your purposes, and in the direction set by your will. That is pledged to you by the whole German system of education from the common school to the university."*

A. Contrast the purposes of education in a dictatorship and in a democracy.

B. Prepare a brief oath which your civics teacher can pledge in our democracy to the President of the United States.

SIDNEY N. BARNETT

High School of Music and Art

### AN EXPERIMENT IN INTERNATIONAL LIVING

In this present era of world uneasiness, misunderstanding, and name calling, it's a grand feeling to be able to renew and reaffirm your faith in the peoples of the world.

The writer and his wife were reoriented in world fellowship and understanding this past summer by attending an experiment in international living; i.e., an International Service Seminar which was sponsored by the American Friends Service Committee—the non-partisan working arm and practical expression of the faith and beliefs of the Society of Friends (Quakers).

Because we were so impressed, so delighted with the Seminar and its results, because we feel keenly the importance of such seminars in the educational progress of teachers, particularly in cosmopolitan New York, we wanted to shout out the good news of the Seminar from the roof tops. But New York roof tops being what they are, we're trying HIGH POINTS.

Here then is our "saga" of a seven-week period of social, psychological, economic, political, spiritual, and cultural re-orientation in world understanding and fellowship.

BEGINNINGS. 'Twas on the Saturday following the closing of school for the summer vacation (remember?) that the team of Dodell and Dodell (better-half not a teacher) started out for the Indian Mountain School in Lakeville, Connecticut, where the Seminar was to be conducted. We knew little of the Seminar other than that it was to be an experiment in which a group of students from all parts of the world were to meet to discuss world problems. Tuition was very reasonable and included board and lodging as well as school costs. Our applications called for and seemed to stress the ability to live and get along with a very cosmopolitan group; an open mind; a willingness to cooperate in discussion and group activities on a social as well as an intellectual plain; and specific information as to what the applicant, as an individual, could contribute and gain from participation in such a Seminar. Our references were asked to fill out rather detailed questionnaires along similar lines. In most instances applicants were interviewed personally by a representative of the American Friends Service Committee.

THE SCHOOL. The Indian Mountain School itself is a private elementary and junior high school located in the beautiful hill and lake country of Connecticut. The buildings are modern, with spacious lawns, athletic facilities and all conveniences pertaining thereto.

On the staff was Dr. Gilbert Hoag, Dean of Haverford College and our intellectual mentor for the Seminar. He was in charge of our study and class programs. He was aided and abetted by his wife and galaxy of daughters (three—and charming too). The Director and administrative head of the Seminar was a young physicist from Johns Hopkins University. Nelson Fuson and his wife made things run smoothly. Our house mother and cook rounded out the staff. All chores were performed by the students.

THE STUDENTS. The student personnel varied—and "varied" is a New England understatement. Of some thirty or more students, eight were from the United States. All others were foreign students who had either come especially for this Seminar or were studying in American universities. There were representatives from Chile,



Paraguay, and Nicaragua, to mention our Latin American neighbors. The group also included representatives from England, France, the Netherlands, Lithuania, Czechoslovakia, Egypt, India, Gold Coast, China, Greece, Philippine Islands. Our age span was from twenty to fifty. Among us were lawyers, archeologists, journalists, anthropologists, social workers, a Unitarian minister, medical students, a medical artist, students majoring in many different graduate fields, and school teachers. We were Roman Catholics, Protestants of all sects, Jews, Buddhists, Hindus, Greek Orthodox Catholics, and non-believers. We had black, yellow, brown, and white peoples. We were people who had fought this war in the American Army and Navy, in the English Air Force, Commandos, and female auxiliaries; we were people who had fought in the French underground, in the Greek underground.

We students in aggregate could speak more than twenty-five different languages and dialects. Most students of the Seminar could speak an average of four different languages—the backward ones in language abilities were the Americans; i.e., the U. S. students, who were only proficient in their own tongue. In social caste we differed widely, for with us we had an African prince from the Gold Coast, a Brahmin, sons and daughters of distinguished Asiatic and European officialdom, sons and daughters of hardy peasant stock; some rich, some poor, some paying their own way, others dependent on scholarship and loan grants. We were all of different backgrounds and upbringing. We differed in our sense of humor, our appreciation of music, our sense of values, our traditions, customs, and behavior. But we were all imbued with the realization of the world's ills and a sense of responsibility for what was going on about us in the world. We all wanted to know more about the customs, traditions, and life of the peoples of the various countries represented at the Seminar. To understand a person is to respect him—if not like him.

**LIVING TOGETHER.** We wanted to tackle basic world problems and issues together; bring our individual points of view and national prejudices out in the open; discuss points freely and openly; exchange ideas and beliefs. We lived, played, and worked together. We learned to respect each other, to have confidence in the good faith, ability, and integrity of the individuals from the many different countries represented at the Seminar. Once we had established

that basic sense of respect, we could then iron out differences in the spirit of the true Christian fellowship of man.

How did we get that way? Perhaps some illustration of Seminar activities will best clarify the point.

**ROUTINE.** We were up at 7:00 A.M. every day except Sunday—gently aided by the raucous sound of the Indian Mountain School gong system (Gongs even while on summer vacation!!!). Breakfast was from 7:30 to 8:00—the food was very simple but adequate. From 8:00 to 8:30 there was a meditation period for those who desired to follow this custom of the Friends. We had from 8:30 to 9:45 to tend to our daily chores, which varied from week to week and ran the gamut of washing dishes, sweeping stairs, setting tables, cleaning rooms, and helping the cook prepare the vegetables.

Classes, which began at 9:45, usually consisted of two sessions of about one and one half hours each. Guest speakers and lecturers led group discussions on a variety of problems bearing on world understanding and peace. Thus Professor Weltfish of Columbia University gave us the anthropological background; Robert Gardner, an area specialist of the U.N., spoke on the problems of colonial areas; Dr. Shuster, President of Hunter College, gave us an insight into the working of UNESCO. Wilma Fairbank, formerly Cultural Attache to the American Embassy in China, presented the Far Eastern situation. We had Dr. Chih Meng, Director of the China Institute; Gordon Reid, a State Department representative, who talked to us informally; William Barnett, the First Selectman of Salisbury Township, Connecticut, who ably explained the American town-meeting system; Clarence Pickett, Executive Secretary of the American Friends Service Committee; Emmeline Cohen, a representative of the British Information Service. The list goes on and on, but we must not forget Dr. Henry Sloane Coffin and his keen observations and comments on the world situation.

Lunch was served at 1:00, and afternoon activities began at 2:30. Usually these activities were of an athletic or social nature. We mingled as a social group. Some preferred to go swimming; some played ball; some read; some wrote letters; some just lounged around, and there were always the inevitable small groups talking about some of the points raised in the morning discussions. Informality and relaxation were the tones—you went walking; you



learned new languages; you did your personal washing, or just plain bunk fatigue.

Evening hours were divided between class work, committee meetings, and informal discussions.

After morning class hours on Saturday, we were free for the week-end. Usually we utilized this time for group social activities. We had international folk dances and sings, "jive sessions," visits to local summer theatres, Music Mountain, Tanglewood; we organized picnics, hikes, excursions to the Berkshires; we visited local sights of interest, met the town people, went to the movies, organized berry-picking expeditions (eventually transformed into luscious pies)—and did some more reading. We played volley-ball, tennis, soccer, went rowing—and did more swimming.

Seminar problems, both of an administrative and school nature, were taken up at business meetings attended by the Seminar as a group. We elected a Planning Committee to funnel and channelize activities. We organized and edited a Seminar paper. All activities and assignments were on a voluntary and cooperative basis. Nobody exerted pressure to see that things were done. The keynote was self-responsibility and cooperation.

"THE SALT OF THE EARTH." Can we read or talk about the tragedy in Greece today without thinking of George and Eudokia, worthy bearers of the torch of Greek scholarship, so pleasant, patient, courteous; or of Nicholas so volatile, dramatic, friendly? Can we read about England and not remember Ian, with his sense of fairness, ready to admit and explain the mistakes and vicissitudes of Empire rule with the objective reality of the Oxford historian that he is? Or of Coral who can understand England and the United States so well because, as she says, her country, Australia, is so like both? Can we understand, too, the bitterness engendered in Ato's make-up as he views the present role of his race?

Can we read about Russia's actions without visualizing the passionate discourses of Bruno, so violently distrustful of anything emanating from that country; yet remembering Milos and his carefully culled explanations of that country, his keen desire to explain the relationship of his country, Czechoslovakia, to both the U. S. and Russia?

Can we interpret our Latin-American relations without remembering some of the bitterness which our economic imperialism has

## MARSHAL SQUAD

aroused in Mario; and at the same time recalling the friendliness of Herminia and Fanny? Can we read of riots in India, without seeing in our mind's eye Tara and her evaluation of what India is and hopes to be—her keen sense of duty to her newly created country? Can we read of Chinese corruption and internal strife without remembering her years of history, her customs and ideals so far removed from western modes—and so well exemplified by the Chinese "delegation" to our Seminar? Can we—but why go on *ad infinitum*?

And was not the understanding of our country clarified even more for ourselves when we remember Tom, a solid son of the Kansas farm; or Chuck, a rebel from North Carolina who has a social conscience; or Nelson, with his deep faith and belief in humanity and the essential goodness of man?

They are all a grand crew; they are the salt of the earth; they are the ones to whom the future of this world can be safely entrusted because they think with their hearts as well as their heads. And many of them will assume positions of responsibility in their respective countries in years to come.

Yes, it's a grand feeling to be able to renew and reaffirm your faith in the peoples of the world in this present era of world uneasiness, misunderstanding, and name-calling.

MARTIN S. DODELL

Junior High School 73, Brooklyn.

## SERVICE WITH THE MARSHAL SQUAD

One of the functions of education is to develop in the individual a desire to contribute his share toward the improvement of society. Let us deal with this function of education as it applies to the student's desire to render school service. Too frequently do we hear the question asked, "How am I going to benefit?" It is a notion that ought not to be encouraged. We should try to develop an attitude which stresses the desire to contribute rather than the craving for personal remuneration. Term after term General Organizations in the schools are faced with the problem of satisfying the students' inquiry as to benefits derived by them in return for the membership fee. In most instances, replies emphasize the advantages to the student instead of stressing the sense of duty and moral obligation that a pupil should feel towards his school.

RESPONSIBILITIES. Since school is intended to be a preparation for life or life itself, why should we not prepare for good citizenship by having the pupils take on, in early life, some of the



responsibilities they will have to face on a larger scale as adults in their community life?

I feel that the School Service League or Marshal Patrol can be made to serve as one of the agencies through which good citizenship may be fulfilled.

A growing school, like a growing community, gives rise to many problems which must be solved with the aid of all concerned. Since it would be humanly impossible for teachers to cover the many duties that go into the proper functioning of the school, it is not asking too much to appeal to the students for their assistance, for, while aiding the school, they themselves are benefiting in a large measure. During the performance of duties, the pupil must perforce acquire some traits which help in the development of character and personality. Such characteristics are self-control, self-reliance, ability to grasp a situation quickly, politeness, neatness, etc.

**SERVICE.** The following divisions of school service may be covered by the Student Patrol:

1. Students can render invaluable service in helping with the admitting of pupils in the morning into the school building and with various dismissals during the day.
2. They can see to it that pupils use the proper stairways at all times, and thus help avoid confusion.
3. They can help with the circulation of traffic in the corridors between periods and remind the pupils of the necessity of carrying their books away from the walls so as not to deface school property.
4. They can also help during the cafeteria periods to see that proper decorum prevails and that pupils help to keep the cafeteria clean by setting the good example themselves and reminding the other pupils of their responsibility.
5. They may assist in the entrance and exit of students in the assembly and with the seating in the auditorium.
6. They can also help with extracurricular functions, such as school dances, student performances, movies, etc.

Most schools are not unmindful of the time and service given by these pupils for the general welfare of the school. At the end of the term, a Marshal Patrol dance, attendance at some major baseball game or the like, a hike or a picnic, are various functions planned for the enjoyment and recreation of the members of the Marshal Patrol. Further recognition of their service is shown in recording exceptional service on their permanent record cards and granting commendatory anecdotal cards at the end of the term.

WILLIAM S. HAFT

Prospect Heights High School.

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